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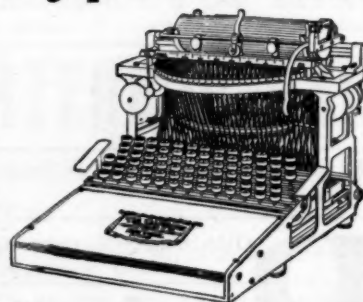
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The business department of THE JOURNAL is on page 461.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. Kellogg & Co. Do not put editorial and business items on the same sheet.



HALL the teacher be enthusiastic? A principal who had lately been appointed in a certain city met three or four of his associates and began to discourse concerning the importance of doing investigating work in education. Not a word was uttered until he finished; then one in a peculiar drawl, looking around to the others, said, "That's the way we used to talk when we first came here, wasn't it? We don't do so now, do we?" The new principal found it was not the thing to be enthusiastic or he would be taken for a greenhorn.

An agent visited a two-class school-room in a pretty town in New York state, and complimented the superintendent whom he had just left seated in a cosy office. The teacher remarked, "Supt. — is nothing to me; he does nothing for me, and for that matter for any of the teachers in this town. He is a good man enough, but he does not do anything for the teachers."

What can the superintendent do for his teachers? What ought he to do? Who are doing it? The system employed in so many places of putting in men who need the places, but who know no more of what might be done than we do of what the inhabitants of Mars have for breakfast, cannot be too strongly condemned.

In 1847, David P. Page wrote the "Theory and Practice of Teaching;" he was the first educational author who suggested that grammar should be reserved as a school study to go with algebra, geometry, physics, etc. It is needless to say that few teachers troubled themselves with the suggestion; teachers give little attention to the philosophy of education. Grammar was in the course, and they taught it without grumbling. But people outside of the school-room would examine and talk about what the teachers were doing; they saw that learning grammar rules did not give the power to use elegant and forcible English. So much objection was made that grammar (as a study of rules) has been taken out of the Eastern schools. The Western schools still cling to it, for it takes time for a movement to cross the continent.

The Wisconsin *Journal of Education* thinks a reaction in favor of the use of grammar in the advanced primary schools (the so-called grammar schools) has set in. But the reverse is the case, as all say who have the oversight of large educational areas. After grammar went out a dreary employment of so-called "Language lessons" set in. The truth is, the teachers did not know what to do, not being an inventive folk. After

awhile it occurred to them to have the pupils write on what they saw and knew. Then they saw it was needful for them to observe, with more care and definiteness, the world about them. Out of this has grown the "nature study," which makes almost a fourth R in the course of study. The best schools say, "Observe and write."

The study of the structure of sentences is certainly a valuable one; so is the structure of words. The study of the relation of the words, phrases, and clauses to each other affords a means of discipline, not to be overlooked. But it is a study to be taken up at the philosophic period in mental development. To set a boy to analyze a sentence whose purport is unknown to him is folly; but this was done with Pope's "Essay on Man." Girls of twelve and fourteen years of age have been exhibited who could parse any word in the above named treatise, but anyone must know they could not comprehend the philosophy set forth there.

Parsing by boys and girls, that once was so important a part of the good schools of this country, began to decline somewhat about 1875, and has been declining slowly ever since; by 1925 grammar will not be used except in the high schools. The teacher, of course, should know grammar; but he is to teach the use of language.

Any teacher who teaches for money will eventually fail; yea, he is failing now. It is a work that a person must select because of the usefulness there is in it to others. Probably there are many who select it because of the usefulness there is in it to themselves; they do not, nor cannot, enter on high class teaching; they are doing a low grade of work. When James McAlister began to teach he did not say to himself that he would "get on," and by and by obtain \$10,000 per year. He taught at low wages and taught his level best, and people saw it. He had his convictions and lived up to them, and ran risks in Milwaukee and Philadelphia of being "turned out," like any other teacher. He gained his high salary by teaching, not for money, but for the advancement of his pupils. It so happened that a high salary was there, so to speak, and he was there, too. If he had taught for money he would not have been there.

Everyone has two ancestors in the first ascending degree, but at a distance of twenty generations everyone has over a million ancestors.

DR. ISAAC FRANKLIN RUSSELL.

What, then, is "natural character"? Is it not a struggle for survival among a million inherited traits? And what becomes of total depravity? Is it not likely that something latent might be found in the wildest nature which, under early and persistent cultivation, would develop strength enough to down the monster? Surely, the wealth of inheritance possessed by each individual child ought to preclude despair with regard to any.

How Shall I Govern My School? I.

Begin your school by forming a regular plan of government; settle in your own mind the principles by which you will be guided in your little administration; propose to yourself certain definite results, and aim steadily at their attainment.

An adherence to the spirit of this principle is necessary to success in every pursuit of life. Without it, the merchant, the agriculturist, the manufacturer, the statesman, the philanthropist, and the Christian, must each fail of securing all those results which a regard to it would at least aid him in attaining.

To the successful management of a school, this principle is of indispensable necessity. A hap-hazard kind of government, a government whose very principles are the sport of caprice and circumstance, and whose measures are dictated by momentary impulse, is in fact no government at all. It is worse than none; for its inevitable failure to secure any of the ends of good government, its utter inability to enforce while it claims authority, must necessarily result in various bad effects on the moral character of the pupils, as well as materially interfere with the improvement of their minds. It will produce a habit of insubordination, self-will, resistance to all authority, and contempt for those who exercise it, the baleful consequences of which may spread themselves out over the whole of existence. It may issue, there is no security that it will not, in tainting the entire character, in drying up the sources of virtue, and casting a blight over all the useful powers of the man.

These brief considerations will be sufficient to show you the importance of this direction. You cannot govern well, and therefore not usefully, except in conformity to a settled plan, in accordance with certain fixed principles. And this plan ought not to be the hasty concoction of an hour, a day, or even a week. It should be long and deeply pondered. The lights of experience should be consulted, as far as they are within your reach, whether in books or in the conversation of older teachers. Your own ideas upon the subject should be matured, digested, and arranged. You should say to yourself,—"I am about to assume a fearful responsibility, such a responsibility as is entrusted to no other men, except those engaged in the same profession with myself. The training of immortal beings, so that they may fulfil their high destiny aright, is committed to my hands. Under my guidance, their powers are to be developed, their minds furnished with knowledge, their principles matured, and their habits formed. I must lay my plans both of instruction and government with reference to these great ends; and then adhere to them with undeviating firmness and consistency, except so far as larger knowledge and experience shall convince me that they are defective, and need amendment." If you are actuated by this spirit, you will meditate long and deeply; you will form your plan of government with caution and deliberation; you will not change it, or even introduce important modifications, lightly; and success can hardly fail to crown your labors. On the other hand, indecision, inconstancy, levity, a vacillating spirit, in governing your school, will inevitably destroy your pupils' respect for you, and materially abridge your usefulness.

It is not of essential importance what your particular system of managing is. There may be a dozen plans, all of which, in the hands of skilful teachers, would be equally efficient. It is only necessary that it should be founded in a correct knowledge of human nature, that it should be adapted to the circumstances of your school, and that it should be adhered to with constancy and prosecuted with vigor. While, therefore, it is true that some general plan of government is indispensable to the order of every school and to the improvement of the pupils of every school, it is also true that different teachers will fall upon different principles of organization, according as their habits of thought, feeling, and action vary. It is not possible, it is not even desirable,

that all should adopt the same system. Some are incapable of applying successfully one set of principles, in whose hands a different organization would be entirely successful. No system will ever be efficient from the force of its inherent qualities; the best must depend for its ultimate and complete success on the zeal, ability, and faithfulness of the teacher.—From WINES' "HOW SHALL I GOVERN MY SCHOOL?"

"Richness" in the Curriculum.

A great deal is said about the danger and ill-effects of cramming children in our school courses. But there is the possibility too of starving them. It is interesting and instructive to observe how many facts of nature, how many realities as contrasted with text-book statements, a child will take in if they are presented to him in the right way. A course of study, instead of being an outline and guide to keep the teachers in the right direction, is too often a hard-and-fast manual, to be followed to the letter; and the teacher feels that she must not transcend it. If the course of study calls for object-lessons, the teacher in a stereotyped manner will develop a certain number of things, certain statements—exactly so many, no more and no less. If the course calls for science teaching the teacher will follow the manual, in doling out certain facts. Now there are teachers who become full of the subject; they open the doors of the wonderful treasure-house of nature and introduce the children to the secrets stored therein; in a year these children gain more knowledge of the world nature, and more enthusiasm for the investigation of its wonders than they would ever have obtained by the doling-out process. The little ones of one primary class are enabled to drink the knowledge of the world and the interesting things in it with eagerness and joy; those in an adjacent room are made to listen to object lessons laboriously presented about a cat, or a bear, or a buttercup.

This may righteously be called the starving process. The child should obtain much more by going to school but does he?

Why is it that there is so much eagerness and happiness in a room full of little children or even of larger boys and girls where the exercise, instead of number or language, is a story told or read them by the teacher. Herbartian pedagogy recognizes the value of the story in our educational systems. And we are beginning to put into the hands of children, for reading books, pure, wholesome works of the imagination. Children drink in eagerly the classic myths of Greece and Rome and at an early age will surprise their teacher by an unexpected appreciation of the poetry and truth contained in them. Listen to Col. Parker on this subject: "The liveliest conscious activity of a child is fancy; the little creator creates his own world and lives and moves, and has his being in it. Without pictures, images created by fancy, a child's existence would be a desert waste. All history proves this; myths, fairy tales, parables have made children happy throughout the ages. Myths and fairy tales, are the sure signs of the upturning of the hearts of the little ones to God. The proper function of fancy in intellectual life is spirituality. Spiritual truths are hidden in the precious honey of stories." S.

There used to be a doctrine that the child is equal to his expression and nothing more. That is a used-up belief. Don't get discouraged if your pupil is a sphinx. His observation is like taking in yeast. In some of the sweetest material it doesn't ferment at once. The child before you comprises (1) a storehouse; (2) six little servants, acting as foragers, filling the storehouse; (3) an ego, bossing the job as well as he knows. He operates entirely on the testimony of his servants. There is a tremendous responsibility. A giant of the great outside stands by, swinging open the gates leading to the fields of wheat, carefully closing those of the desert and fens. He is the teacher. W. J. K.

Teaching Patriotism.

Much of the patriotism that has been foisted upon the school children of different generations has been nothing nobler than sectional feeling or national vainglory.

There is a patriotism that lends to history its deepest thrill of romance, and this love of country has a place somewhere in the development of every human soul—but where? It is somewhere along the dividing line between *meum* and *tuum*. "What is yours is yours, and I have nothing to do with it. What is mine is mine and I have an affection for it."

The baby's first affection is for his fingers and toes and his other playthings. He next learns to love his mother's face, out of which shines something that warms his little life, and her arms, because they hold him more lovingly than any other arms. When he toddles out into the world he gradually learns that there is more or less indifference to his happiness outside the walls of home, and love of home and family begins. At school, because acquaintance and common experiences make his class a social unit of more or less coherence, of which he is a part, while strangeness separates him from the rest of the school, he develops a sense of loyalty towards his class, faint enough, it is true, under a routine teacher, or modified, on the other hand, by the universal charity which a teacher who loves her pupils knows how to inspire. There is also a loyalty to the school whose walls shelter him, whose fires warm him, and whose work forms so large a part of his life during so long a period of years; and woe to the urchin from any other school that offends this sentiment.

When he travels abroad he is hurt that people know so little of the events of his native town, and proceeds zealously to enlighten them. The birth of patriotism proper would seem to be on foreign soil, after the jargon of a foreign language and the unaccustomed manners of a foreign people have sent a chill to the exile's heart and caused it to long regretfully for its native land.

Long before the child leaves school, however, he has gone abroad in spirit, studying the life and story of other nations than his own, and learning patriotism from the example of their heroes. To sympathize with the Swiss in his love for his native hills is to learn to consciously love our own meadows.

To follow Thaddeus of Warsaw is to make the normally constituted boy resolve that *his* country shall not lack a champion while *he* lives. To travel over the ice and snow with the wounded feet of those revolutionary soldiers is to thrill with the intention of deserving such lineage, should ever the need arise for devotion of ours. And the great lesson of the decline of once glorious states, through the neglect by their degenerate citizens of their patriotic duties, should teach young America to prize its right of sovereignty and accept its responsibility with an earnest heart. True patriotism is to be taught from the pages of history, and the direct efforts of school trustees to light the sacred fire by ceremonies and waving of flags will but feebly succeed.

There is, however, a place for such exercises. They are both sensational and moral in their nature and their appeal to individual children will be according to the mind of the child. To bring before them in this striking manner the fact that they have inherited in common a great dignity, ownership, and responsibility, into whose full powers and duties they must enter prepared or deserve to lose them is not at all a bad lesson; and it is one whose solemnity they are capable of feeling with varying degrees of intensity. As a primary lesson in civics, too, such a set of exercises is to be commended, and the effect upon the children of foreigners must be to strongly draw them away from parental traditions into close sympathy with the institutions of the adopted land.

All this is good, but it should be urged again and again that ceremonials can teach little more than conformity to customs, that corporations cannot act directly and forcefully upon the soul of childhood, that history is the great source of patriotic teaching, and that the best teacher of patriotism is the *teacher*.

E. E. K.

School Management.

A BIT OF EXPERIENCE.

By WM. SCOTT.

The principal noticed as he visited the schools, recently placed in his charge, that gum-chewing, the passing of notes and other trivial phases of disorder detracted from the general work of the schools.

At the next teachers' meeting, he spoke of the matter, asking the teachers to suppress the various small annoyances.

Visiting the schools again, he found that some of the teachers had succeeded and others had not, and at the next meeting he asked them to give their experience in suppressing the small vices.

"I was annoyed with gum-chewing," said Miss Oracle; "I requested the pupils kindly not to chew gum, telling them of its physiological effects and intimating that the practice is degrading, etc. While I was talking all ceased chewing, but in the afternoon the chewing began again, as if nothing had been said. Then I scolded and told the gum-chewers that they were a disgrace to my room, but near evening I noticed that those who had chewed in the morning were chewing again, and I called their names and detained them after school. When I had dismissed, I gave them a long lecture, but the next morning I saw that no good had been accomplished, for the chewing continued. Then I announced that the cows would all deposit their cuds in the dust pan, and taking the pan, I went down and up the aisles collecting the gum. This was the last resort, and since then I call them up and have them put their gum in the dust pan whenever I notice any chewing; but the practice has not been abolished, and I don't know what to do further."

Miss Routine had pupils who spent much of their time in passing notes and she reported: "My experience has been similar to that of Miss Oracle. My pupils seem in certain ways incorrigible. I scolded, whipped, and punished in a hundred other ways to make them stop writing and passing letters, but it did no good. Finally, I got hold of some of the letters—very silly ones—and read them to the school. The girls that wrote them cried, and the school roared with laughter, and I thought that would surely break up the habit, but only to-day Mary Smith, whose letter I had read yesterday, and who cried as if her heart would break, was detected in throwing a note across four desks. So I don't think the habit can be broken up. At least I have only succeeded in losing my pupils' respect."

The next report was from Miss Tact, of the intermediate grade. She said: "My pupils chewed gum and wrote letters, too, and are yet disorderly in several other particulars. When the principal made suggestions about my order, I determined to improve it if possible. I knew that I must retain the friendship of my pupils and I knew from experience that there is no use in scolding or preaching; so I tried another way. On Monday morning Sarah Murray began chewing gum before school was open half an hour, and I simply wrote down her name, and did the same with all the others who committed similar offenses during the day. Before dismissing time, I had written twelve names, and when the bell rang, having quietly told each offender to remain, I dismissed the rest of the school. Then turning to the twelve before me, I said: 'Well, boys and girls, you are not detained as a punishment, I wouldn't keep you here for that, but I want to speak to you privately, and it will not take long.' So passing into the hall I called Mary Murray, who followed me. 'Mary,' said I, 'Will you grant me a favor? Perhaps you can answer better when you know what it is. You have been chewing gum and writing notes this week—haven't you?'"

"Yes, ma'am."

"Well, I think it best for you to do neither. It will be a small matter for you to quit, but it will be a great favor to me. Will you grant that favor? Don't make a promise unless you can keep it. Do you promise?"

"I promise."

"What?"

"Not to chew any more gum or pass any notes during this term of school."

"The other cases were treated in the same way with the same result, and none of the promises have yet been broken."

And the principal said: "What has transpired at this meeting tends to show that the teacher must retain the pupils' respect, that she must correct faults privately, that she must not appear to want to punish, that she must not preach, that she must not ridicule, that she must control individuals and that no school can be governed *en masse*."

The Teaching of Manners.

The Spaniards have a maxim, "Education is in fact Manners." "Where is your education?" says the Spaniard to his son, who is guilty of rudeness; that is where is your bringing up?

The maxims of manners are, "Value the good opinion of others, do as you would be done by," show that you have a good opinion of others. But why? Why should such a thing as manners exist at all? Because mutual respect should prevail between men and will show itself in outward acts. This fundamental principle should be firmly fixed in the minds of pupils and be made a part of their habit of regarding others; the teacher must habitually inculcate and impress it, and require them to exhibit the principle in action.

This general obligation to pay respect to other people, rests with special weight on particular individuals in certain relations.

1. First, there must be *respect to parents*. A child who is rude to his parents, denies the first principles of good manners. Courtesy like charity must begin at home. The members of a family who are rude to one another, are rude to the world in general.

2. There must be *respect to authority*, it is good manners in the case of school children, to respect the school authorities, the officials, and the teachers. This respect must be shown in carriage, in attitude, and even in looks. By enforcing one's self to respect others and by giving outward expression to it, a habit will be inculcated, which will in time prove of great service through life. Instructed to reverence authority in the person of their school superior, they are learning to reverence it elsewhere. Loyalty and a differential bearing towards those who bear office are evidences of good manners.

3. There must be *respect to age*. Good manners never show better than when they appear under the form of respect and reverence to age. The French National Assembly rose as one man to their feet, when an aged peasant was introduced to them, to thank them for having abolished serfdom. Let it be insisted upon that respect to age is a test of good manners. Such a story will help immensely to teach it.

4. There must be *respect to sex*. The habit of giving way to a member of the other sex by the boys must be encouraged. They must be taught that women deserve the kindest treatment; and women must show they appreciate it. The girls in a school must be taught to recognize the deference that is paid them. A woman teacher must particularly note this.

5. There must be *respect for those beneath us*; every exhibition of the contrary disposition must be checked—the tendency to inflict social slights to neglect the poor, to avoid the sick and suffering, to pass by on the other side at the sight of distress, to make a mock of the mentally afflicted, to jeer at or even illtreat the deformed, the deaf-mute, and the blind, must meet with immediate and earnest disapproval. An instance is remembered where a lame boy in school stumbled and fell and the teacher joined with the pupil in a laugh. How terribly unmannerly! Why the savages would not have done that!

It will be useless to talk of manners in the school-room if they are not exemplified. To say, "You've got a thick head," to a pupil who cannot understand; or to

sneer when one makes an improbable statement; or to pick the nose, the teeth, etc., and all things of the sort must be avoided. The teaching of good manners must extend along the whole line of school work. The pupils must be greeted just as politely as if they were the teacher's guests. If they are ill-mannered it will be well to ask one's self. "Have they learned it of me?"

The Cleft Infinitive.

By E. E. K.

People who have permitted themselves to be criticised out of the use of the cleft infinitive, may return to the evil (but why?) practice and find themselves in the company named below. The purists have their function, and it is a worthy, even an important, one; but they are extremists, and not always to be followed to their own limits. Infallibility belongs neither with artist nor with critic. Individuals who put themselves unquestioningly under any leadership are sure to be misled. Individual judgment should be always free and active or a tyranny of opinion will establish itself, not only to the detriment of its submissive subjects, but as an obstruction to those who do not choose to submit without first seeing reason. In all gratitude to the earnest students who, in love for our noble language, devote themselves laboriously to the further development of its dignity and strength, we may still decline to be robbed of so terse and telling a phrase as "in our midst" or "in this connection," or of the cleft infinitive, by which the adverb gains a wedge-like power. The author of the line,

To bravely do and nobly die

may be forgiven for some discontent with the critics who would have him "purify" it into

To do bravely and die nobly.

Among the examples that follow (a collection taken from an educational paper), many will be found which would suffer no loss in the removal of the adverb, and, on the other hand, some that would be pitifully weakened.

"To *bodily* act."—Shakespeare.

"To *truly* make."—Nero.

"A dancer in the morning to *well* breathe you."—Massinger.

"To *rather* pity and excuse, than blame me."—B. Franklin.

"To *quite* give," "to *here* unburthen," "to *continually* burst," "to *entirely* give," "to *quite* understand," to nearly reach," "to *certainly* write," "to *cheerfully*, in all things serious, obey," "to *either* attach," "to *shortly* avail."—Fannie Burney.

"To *silently* wish."—Susan Burney.

"To *slowly* trace."—Byron, "Childe Harold."

"To *vainly* bleed."—Id.

"To *nightly* call."—Keats.

"To *half* beg."—Id.

"To *publicly* express."—Whittier.

"To *really* know."—Browning.

"To *tamely* acquiesce."—Id.

"To *never* trust."—Mrs. Browning, "Aurora Leigh."

"To *so* present," "to *rightly* connect."—H. Spencer.

"To *vaguely* conceive."—Id.

"To *forcibly* dismember."—J. L. Motley.

"To *rightly* see," "to *fairly* try," "to *fin'ly* git."—Lowell.

"To *really* understand."—O. W. Holmes, "Elsie Venner."

"To *utterly* extirpate," to *thoroughly* republicanize."—Id.

"To *half* do."—Id.

"To *at least* make."—N. Hawthorne.

"To *unwittingly* disparage."—M. Arnold.

"To *actually* follow."—Id.

"To *neither* strive."—Id.

"To *directly* serve."—Id.

"To *really* consider."—H. C. Lodge, "George Washington."

"To *more than* complain."—T. R. Lounsbury, "Studies in Chaucer."

"To *successfully* carry."—Nation.

Methods include knowledge, but knowledge, not necessarily methods. When examiners examine on methods only, then may normal schools do academic work in minimum, and practice methods in maximum degree, but as long as examiners give puzzles, normal schools must teach pupils how to solve them.

W. N. HULL,

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The School Room.

NOV. 11.—LANGUAGE, THINGS, AND ETHICS.
NOV. 18.—NUMBERS, SELF, AND EARTH.
NOV. 25.—PEOPLE AND DOING.
DEC. 2.—PRIMARY.

Poetry Study.

By SUPT. A. P. MARBLE.

The following is from a critique on the poem "Heroes" written by Edna Dean Proctor. The whole forms a pamphlet of 18 pages and is dedicated to the teachers of Worcester, Mass. The questions relate to the words and the aim.

HEROES.

I.

The winds that once the Argo bore
Have died by Neptune's ruined shrines,
And her hull is the drift of the deep sea-floor,
Though shaped of Pelion's tallest pines,
You may seek her crew on every isle
Fair in the foam of Ægean seas,
But, out of their rest, no charm can wile
Jason and Orpheus and Hercules.

II.

And Priam's wail is heard no more
By windy Ilion's sea-built walls;
Nor great Achilles, stained with gore,
Shouts "O ye Gods! 'tis Hector falls!"
On Ida's mount is the shining snow,
But Jove has gone from its brow away,
And red on the plain the poppies grow
Where the Greek and the Trojan fought that day.

III.

Mother Earth! Are the Heroes dead?
Do they thrill the soul of the years no more?
Are the gleaming snows and the poppies red
All that is left of the brave of yore?
Are there none to fight as Theseus fought
Far in the young world's misty dawn?
Or to teach as gray-haired Nestor taught?
Mother Earth! Are the Heroes gone?

IV.

Gone? In a grander form they rise!
Dead? We may clasp their hands in ours,
And catch the light of their clearer eyes,
And wreath their brows with immortal flowers!
Wherever a noble deed is done
'Tis the pulse of a Hero's heart is stirred;
Wherever right has a triumph won
There are the Heroes' voices heard.

V.

Their armor rings on a fairer field
Than the Greek and the Trojan fiercely trod;
For Freedom's sword is the blade they wield.
And the gleam above is the smile of God.
So, in his Isle of calm delight,
Jason may sleep the years away;
For the Heroes live, and the sky is bright,
And the world is a braver world to-day.

1. *The Words*.—What figure is implied in the word "bore" in the first line, and by "have died" in the second? Why seek the Argo's crew on Ægean isles?—why "fair" isle? What is the meaning of "wile"? Does "sea-built" imply that Ilion's walls were rolled up by the action of the waves? or that the walls were built near the sea? Might "sea-girt" with propriety be substituted for "sea-built" in this line (the second of Stanza II.)? Why? (1) It has been said that Neptune built the walls of Troy—hence "sea-built." What does "stained with gore" imply as to the particular time when "great Achilles" shouted? Under what circumstances did Hector fall, and what followed? Does "that day" refer to any one day, or to a period during which the Greeks and the Trojans fought? In Stanza III.:—What is the meaning of "thrill"? and how has this meaning been derived? What is implied by the words "misty dawn" as applied to the young world? Is the time earlier than "dawn" expresses? Why? Might it be "ancient" Nestor instead of "gray-haired," since Nestor lived and acted with three generations of men? (2) Nestor was the reputed grandson of Neptune. In Stanza IV.:—What is meant by "clasp their hands in ours"? by "catch the light of their clearer eyes"?—by clearer eyes?—clearer than what? How may "we wreath their brows with immortal flowers"? And in Stanza V.:—What is meant by "Their armor rings"? What is the difference between "sword" and "blade"? Why "calm delight"? How can Jason "sleep the years away"? What is meant by "the sky is bright"? Is it merely fair weather? Is the language figurative, then? And in the last line does "world" mean the material creation or the men who live here?

2. *The Aim*.—It matters little whether there ever was such a man in the flesh as Jason. Say if you will that the story of the

Argonauts and the story of Troy are myths, and not the history of real personages. The significance of the stories is the same in either case; for they present the ideals of men through the centuries. If there was a real Jason and a real Priam, and if they acted as the story represents, it was human interest that fixed upon the incidents, selected them from all the other incidents, and embodied them in story. If on the other hand the story had little foundation in fact; it started in some way, and the incidents one by one—myths if you will—were added, till the history assumed its permanent form; and in this case also it was human interest that caught up the incidents and added them to the story one by one; and so the story remains none the less the creation of man, and in a sense his ideal. Ideas never die; embalmed in literature or transmitted from generation to generation, they are immortal.

The story of the Argonauts and of the siege and capture of Troy contains the heroic idea, a spiritual truth due to the ages; and it is immaterial whether Troy was ever built in wood and masonry, and whether the *Argo* ever sailed eastward across the Euxine to Colchis and the Caucasus.

The purpose of the author seems to be, in these first two stanzas to sketch briefly the heroism of the ancient world; to give the reader a glimpse of that heroism, as a flash of lightning in the night reveals for a moment the landscape which lies buried in impenetrable darkness; and then, since this form of heroism has gone forever, to raise the question impressively, in the third stanza, whether the heroes are all dead; and finally, after the attention has been riveted and the mind filled with this contemplation and this query,—after the loss of the ancient heroism is made impressive and the wonder is excited whether anything like that heroism is left to us,—to show in the fourth and fifth stanzas that a better kind of heroism remains with us.

"Mother Earth!"—Why mother Earth? Does the sense of loss for the old heroes impel us like children in distress to appeal to our mother—old earth herself, the ancient one who has lived through all the changes? It may be that.

"Do they thrill the soul of the years no more?"—"thrill the soul of the years;" What is it to thrill the soul?

Some years ago the Pemberton mills fell with a crash, and buried hundreds in the ruins. A little girl twelve years old was caught among the falling timbers, in sight of the spectators; they were powerless to help her, for the ruins had caught fire. She heard the shrieks of the wounded and the groans of the dying; she saw her frantic father with difficulty held back from rushing to her and to death, through the burning *débris*; and as the flames closed around her, her voice was heard singing:—

"Jesus lover of my soul
Let me to thy bosom fly,"—

till the heavy timbers crushed in, and the voice was hushed forever. She was a heroine thus to face calmly a cruel death; her heroism thrilled the soul—a sentiment above and beyond the horror of that fearful destruction.

The ancient heroes thrilled the soul of the years; the memory of their deeds formed the character of generations; the Greek heroes at Thermopylæ were inspired by the heroism of the earlier warriors.

"Are the gleaming snows and the poppies red
All that is left of the brave of yore?"

No, Mount Ida is no longer the home of Olympian Jupiter, and the red poppies are all that is seen by the eye, on the plain where ancient Ilion resisted so long the fierce onslaught of the Greeks; but the spirit of Jove the omnipotent is worshipped in the temples dedicated to the Great Jehovah, and the spirit of patriotism, and the prowess, the stern invincible courage of Marathon and Leuctra were displayed on the fields of Jena and Austerlitz; on Marston Moor and at Waterloo; at Inkermann and Balaklava; in the Crimea before Sevastopol, and in the Soudan; at Bunker Hill and at Monmouth.

"Are there none to fight as Theseus fought
Far in the young world's misty dawn?"

Who was Theseus and how did he fight? In reading his history the student will find all the fascination of romance. He was second to Hercules only, and a statesman as well as a warrior; he was one of the Argonauts; but like many other ancient heroes he was very ungracious when he left Ariadne on the island of Naxos—the woman through whom he had overcome the Minotaur; and so Æneas committed a graceless act when he abandoned Dido who had helped him in restoring the fallen fortunes of Troy. On the other hand Medea more than held her own against Jason when he divorced her and transferred his affections to Creüsa.

The heroes were men then and a human interest attaches to them for this reason.

Who then are the living heroes? They are at our side, and to see them we have only to look sharply and with the heroic spirit; for true heroism is perceived and appreciated by those only who possess it. In seeking the arbutus on the bleak hillside in early spring, no one is successful who raises his eyes aloft and looks

away, at a distance; he must seek the tiny, modest flower in sheltered nooks and under the leaves; he must stoop to the earth and search humbly and carefully, and then he will be rewarded by the entrancing fragrance. In some such way the modern heroes are to be discovered. And cannot anyone whose high privilege it is to form the characters of youth, find in this poem an inspiration for the heroic, to communicate in some way to those youth? Do not the occasions arise every day, and cannot the teacher perceive them and find a way—a simple, natural, easy way—to communicate the sentiment to the children?—not in great masses; not ostentatiously; not with an anxiety to see the perfected fruit at once; but patiently and with faith—confidence in the later fruitage—and with no more parade and circumstance than is shown in drawing the breath. Where are the heroes?

"Wherever a noble deed is done
'Tis the pulse of a Hero's heart is stirred;
Wherever Right has a triumph won
There are the Heroes' voices heard."

What is a noble deed? It involves self-sacrifice, self-denial, benevolence which means well-wishing, and charity, sweet charity, which means love. Everybody knows the noble deed when he sees it; and when he does it "Tis the pulse of a Hero's heart is stirred." He himself is the hero; the pulse of a hero's heart is the generous emotion that moves him. The triumph of right over wrong, of love over hate, of kind and generous feeling over envy and jealousy, of altruism over selfishness, of contentment over cupidity, of industry over idleness, of obedience over lawlessness—any of this and all this is the voice of the hero.

Geographical Readings.

PALESTINE.

Sir Charles Wilson, a most eminent authority, has given the results of his study of Palestine. He thinks the overthrow of the "Cities of the Plain" might be explained by what took place in the oil district in Canada. A borehole struck a reservoir of gas, which rushed upward with explosive force, carrying before it a large quantity of petroleum. The gas immediately took fire, and formed a tall column of flame, while the burning petroleum spread over the ground and ignited tanks of the substance in the vicinity. The air flowing towards the eruption caused a whirlwind which carried the dense smoke high into the air, and threw down burning bitumen all around. Now, if at the time referred to accumulations of inflammable gas and petroleum existed below the Cities of the Plain, the escape of these through the opening of a fissure might produce the effect described, namely, a pillar of smoke rising up to heaven, burning bitumen and sulphur raining on the doomed cities, and fire spreading over the ground. The attendant phenomenon of the evolution of saline waters implied in the destruction of Lot's wife, would be a natural accompaniment, as water was always discharged in such eruptions, and in this case it would be a brine thick with mud and fitted to encrust and cover any object reached by it.

The passage of the Jordan by the Israelites dry shod might have occurred under circumstances like those that happened in 1257, when attempts were made to repair the piers of a bridge. The waters of Jordan suddenly ceased to flow, and the official in charge of the works sent a man up the valley to see what had happened. It was found that a landslip had formed a dam across the river, and it was some hours before the water burst the barrier.

The climate of Palestine has not materially changed, but there is no doubt the rain runs off quicker now than it did when the land was fully cultivated and better wooded. Snow falls at Jerusalem two years out of three, and in December, 1879, was seventeen inches deep where there was no drift, but it soon melted. In the dry summer season there are dews at night. Earthquakes are occasionally felt, but are rarely of great severity.

During the last twenty years, the Hittite people, who loomed so largely on the Assyrian monuments as the Khatti, and on Egyptian monuments as the Ahuta, has risen in importance seemingly almost from the dead. It is now known, that the kings of the Hittites, for fear of whom Benhadad fled headlong from Samaria, were for many centuries able to hold their own against the empress of Egypt and Assyria, and that one of them, Khuta-Sar, after being defeated on the hard fought field of Kadish, treated on equal terms with Rameses II., and sealed the treaty of a dynastic alliance. Long after they had lost their power and independence they were known to Herodotus as "White Syrians," and their religion long survived in the great shrine of Arnana with the goddess Ma. Their inscriptions are still undeciphered, but it can scarcely be doubted that bilingual inscriptions will some day be found in the mounds of Northern Syria. The Bible narrative shows that the Hittites were the most important of the Canaanite tribes; that they long maintained their influence in the north of Syria, that they were in an advanced stage of civilization, lived in fortified towns, and understood the art of writing.

Lessons on Common Things.

By E. E. K.

THE THIMBLE.

(Ask the children to bring thimbles to school. In order to secure one for each child let volunteers bring more than one each.)

What have I drawn upon the blackboard, class? "A vertical line." Where? "Down the middle. "Through the center."

I shall put some of your sentences to the left and some to the right of this line, and you shall tell me why at the close of the lesson. Place thimbles on thimble fingers, and hold them up. Some of you have your own and some have borrowed thimbles. How do I know that? "My thimble does not fit." (Teacher writes this sentence to right of line. Other remarks on this point not written.)

Look about you at your neighbors' thimbles. Are they alike? "No, ma'am." Then they are —? "Different." Are they different in everything? "No, ma'am. If they were they would not be thimbles." Then they must be —? "Alike in some things." And —? "Different in others."

Rest your hands now, and put those two statements together for me. "Our thimbles are alike in some things and different in others." (Writes to the right.)

We will study first in what they are alike, and that will teach us what a thimble is. You think you know, but not one of you could make a blind person who had never handled one understand what it is, I am pretty sure. What is the most important point in which they are alike. "They are all used for the same purpose." (Writes to right.)

What is the purpose? "To protect the finger that pushes the needle through the cloth." (Children will answer "to sew with," etc., which answers must be treated with such questioning as shall reduce the *thought*, and consequently the *statements* of the child, to correctness.)

Soldiers used to carry *shields* to protect themselves from the swords of their enemies. The fire-screen is a shield to protect us from the heat. The roof and walls of this building are —? "A shield to protect us from the weather." A parasol is —? "A shield to protect us from the sun." And a thimble is —? "A shield to protect the finger from the needle." Which finger? "The one that pushes the needle through the cloth." (Writes.)

Now I shall play blind person. You have told me what a thimble is and I am going to make one. I shall take a small slab of wood— "That won't do!"

But why? "A thimble is made of silver." "This is made of steel." "This one is brass."

But you confuse me by naming so many things. Is a thimble never made of wood? "No, ma'am. It's always some kind of metal."

Oh, indeed! That makes it easy. Then I can call it a *metallic shield*. (Interlines the word.) Why are thimbles made of metal? "Because metal is hard." "The needle would stick into a wooden thimble, and wear holes in it."

That seems sensible. But, after all, why do I need a needle shield for my finger when there is no needle near my finger? "It is to use when you sew." Then I think I might add three words to explain that. Who will dictate them, and tell me where to place them? "Put *used in sewing after shield*." (Interlines.)

Now as to the form of this shield, Nettie? "It is the frustrum of a tall cone." (The class have had a systematic course in "form and drawing," and, though young, use scientific terms in describing forms.) Why do you say tall? "Because the sides slope so little that the apex would be high above the thimble top."

Good! But I have never heard about cones, and I don't understand some of the words you use. They didn't teach those things when I was a little girl. Robert, help me to understand the form of the thimble. "It tapers." So does the point of my pencil. "It is hollow." So is a drum. "It is like a cap."

Oh, dear! Now I believe we are coming to it. I am sure I heard a little German girl call it a *fingerhut*. What does that mean, I wonder? "Finger-hat."

Then it isn't flat like the wooden shield I was going to make? "No ma'am. It fits the finger like a cap." (Writes to the left.)

Now I begin to understand. If it fits the end of the finger it must be —? "Round." And —? "Hollow." And if it *fits like a cap* it must be closed over with a crown. "Here is a tailor's thimble. It is open like a ring."

Dear me! That is going to make trouble. What shall I do with what I have written? "Write at the end, or a *broad ring*." (Writes.) But suppose the ring should slip down to where we wear our gold rings? "It can't, it fits on the end." Then I must say so. "Write *end* after finger, with a hyphen between."

That is a good idea! (Interlines.) Now are the thimbles all alike in anything else? "They have little hollows on the outside for the eye of the needle."

Are these hollows far apart? "They are close together, like the cells in the honeycomb." Do they cover the entire surface? "No, ma'am. Nearly all." Then I must not write the *lesser part*? "The greater part." Who will state that for me nicely?

'The greater part of the surface is covered with little hollows.'
(Writes to left.)

What are these hollows for? "So that the needle won't slip off." The point of the needle? "The eye." What do they do to the eye of the needle? "They catch it." Then what shall I add to my sentence? "To catch the eye of the needle."
(Writes.)

What about the rest of the surface? "It is plain with a thick part on the edge." Where is this plain part? "At the bottom." Then it is not above the little hollows? "Below them." Does it run all around the thimble? "Yes, ma'am." Then since it forms the edge we may call it a rim. Look at our last sentence, think of the little hollows it tells about and give me a sentence that will describe the rest of the surface. "Below these is a plain rim."
(Writes.)

But you told me something else about the rim. "There is a thick part at the edge." Then the rim —? "Thickened at the edge."
(Places comma and adds modifying phrase.)

Is there anything else in which our thimbles are all alike? "No, ma'am." "I can't think of anything."

Let us examine what we have written, and see if it will do for all thimbles. We may not have all kinds here. Well, Samuel? "My sister has a red thimble like her round comb. It isn't made of any kind of metal." "I know! it's a celluloid thimble."

Then thimbles are not all metallic, but —? "Most of them are." Suppose we say *usually* metallic. How will that do? "That will make it all right." (Prefixes *usually* to metallic and adds the parenthetical comma before and after the two words, and erases the caret, which throws this interlineation into one with *used in sewing*.) If we are to have it so it will sound better to say "usually metallic" *after* shield, and we mustn't forget these two little commas. Read the sentence as we have it now. (Pupil reads.)

Now we are ready to look at the *differences* among our thimbles, Annie. "Some are large." Large as a barrel? "No, ma'am. Big enough for a big finger." Why do you say large if a barrel is so much larger? "They are large for thimbles." What do you mean by that? "Larger than little thimbles." Then it will be better to say that some are larger and —? "Some are smaller."

Very good. But do you think that is worth adding to our description? "No, ma'am, because you wrote that *it fits the finger end*." Exactly! We don't want to say anything over again.

What other differences are there? "Some are steel, some are silver, and some are brass." Shall we state that? "No, ma'am, because we have the word metallic in already." But have we said enough about that? "They might be made of lead. That would be too soft."

"Isn't there a point there that we want to get in somehow? "It has to be a hard metal." Then our "usually metallic" doesn't tell the whole story. What shall we say in place of it? "Usually made of some hard metal." How will that do, class? "That's just right." (Substitutes.)

Any more differences? "Some are closed at the top and some are not." Shall we write that? "No, ma'am. We have *it fits like a cap or a ring*."

Anything more? (Nothing more is forthcoming.)

Now tell me what the vertical line is for. "Those sentences to the right are not important." What shall I do with them? "Erase them." And what had better be done with our description? "Straighten it out." (Former work of the same kind by

the same class has included the "straightening out" idea.) You may have a little time to read over the description very carefully, for I am going to erase it, and I want you to dictate it to me word for word so that I may rewrite it in better shape.

DICTATED FROM MEMORY.

A thimble is a shield, usually made of some hard metal, used in sewing to protect the finger that pushes the needle through the cloth. It fits the finger-end like a cap or a broad ring.

The greater part of the surface is covered with little hollows to catch the eye of the needle. Below these is a plain rim, thickened at the edge.

The description is copied into a book kept for such purposes with careful attention to penmanship.

NOTE.—To give a lesson like this on any common object, have in mind a complete and very careful description. The above is not perfect. The word "cloth" should be *material*, but to develop this point would have extended the lesson beyond the time allotted to it. Lead the pupils to observe: first resemblances, until the essential properties common to things of a class are all observed; then differences, noticing in what points objects of the same class may differ from one another. These differences will sometimes make up a second part of the description or definition.

The pupils should keep these definitions in a book devoted to the purpose, and should occasionally return to them with whatever fresh light they may have gathered since writing them, and pick flaws in them. For instance, the first time a pupil who had defined a thimble, as above, sees some one sewing leather, his thoughts (for such work trains to sharpness) fly to the word *cloth*, used therein, and he informs his teacher and classmates the next day that the description was "not quite right after all!"

Heat.

By FRANK O. PAYNE.

The phenomena of heat are so varied, so interesting and so easily observed that the question is not what to do but how to find time to do the half that occurs to the teacher in order to bring out those phenomena which will give the best general idea of heat.

Sources.—Rub the hands briskly together. Rub two sticks, rub a piece of paper, sand paper, glass, etc. *Friction Produces Heat.*

II. Lay a bullet on a stone and pound it with a hammer. Drive a nail, etc. *Percussion Produces Heat.*

III. Lay a penny on the railroad track and let the cars pass over. *Pressure Evolves Heat.*

IV. Pour a little sulphuric acid on marble, iron, zinc, etc. Scratch a match. *Chemical Action Produces Heat.*

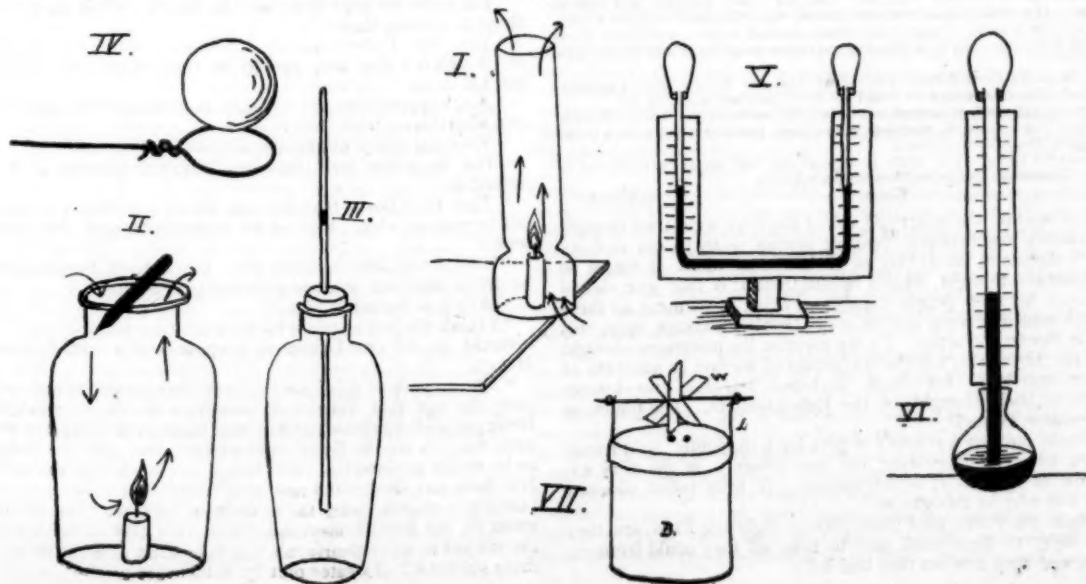
Properties.—I. Put a spoon in a cup of hot coffee or water. Place the end of a knitting needle in a flame. *Metals Conduct Heat.*

Try same with glass tubing, tallow candle, lead pencil, chalk, brass wire, etc. Conductors and non-conductors.

II. Put a dust of corn meal in a tin cup of water. Hold over a lamp. Note the formation of currents. Procure some seeds of milk-weed, pluck off the down and set it free near a stove—what follows?

Convection.

Study convection as applied in ventilation of houses by figures I. and II. Set chimney on the table over a lighted candle. What happens? Move the chimney so that a small opening is exposed (o). What occurs?



Place candle in jar (*a*). What happens? Light again and put a pencil across the mouth of jar. Note the result.

III. Hold a hot object near the cheek. Does the heat reach the cheek by means of conduction, or convection? How does the sun's heat reach the earth? Fill a bright tin can and a rusty one with hot water. Hold a thermometer one foot away from each. What effect. Does a polished stove or a rusty one give off most heat?

Radiation.

Effects.—Fit up a bottle with a long glass tube passing through the cork, Fig. III. Hold the bottle in the hand a moment, then drop a bubble of ink on the top of the tube. The ink will settle in the tube as the bottle cools off. Warm the bottle; the ink rises. Cool it, it falls. Make a wire ring almost as large as a marble. Heat the ring, Fig. IV. The marble passes through. Fill a common tin cup or baking-powder box brimful of water. Set on stove. It runs over.

Heat Expands Solids, Liquids, and Gases.

With pieces of wood, tubing, and small flasks or bottles, fit up a differential thermometer, Fig. 5, and the device, Fig. 6, both useful in experiments with expansive force of air, etc.

With a common thermometer show how freezing and boiling points are determined.

Show how evaporation produces cold by sprinkling water, ether, alcohol, carbon-bisulphide, benzine, chloroform, etc., upon the hand and note the cooling sensation.

Illustrate distillation by using a machine-oil can for a retort and a bit of rubber tubing as a condenser.

Experiments with melting lead, ice, zinc, wax, etc., will furnish material for many lessons.

The expansive force of steam may be studied by taking a baking-powder box or tin can (*B*), Fig. VII., and making a hole (*O*) in the cover. This hole should be made with a large awl or nail. Fasten wires (*D*) to opposite sides by means of solder, and bend a small loop in the end of each.

Run a straight wire through putting a small wind-mill to the middle. Put about an inch of water in the can and having fixed the cover on tight, set on a stove. When the water begins to boil, the jet of steam will make the mill whirl with great rapidity.

A whistle inserted in the hole (*O*) will whistle loud and clear. Care should be taken not to get too near the can for, if the steam should come too fast, the cover might be thrown off with force.

A Chance Lesson.

By FANNY LASCOMB.

A few days ago I had in my class one of those unexpected, unplanned lessons that are often the most forcible, especially in ethics. It all came of reading to my class the following selection in connection with their history lesson, which was upon the Civil war:

KINDLY INTERCOURSE.

The social intercourse which took place during the war between the opposing armies will always be pleasant to remember. The chronicler of the doings of the "Fourth Rhode Island volunteers" gives an incident illustrating the kindness and honesty which usually presided over the little bargains made by "Yanks" and "Johnnies," as they jocosely call each other.

On one occasion the pickets of both lines were so near together that they could indulge in friendly chat, and trade for coffee, tobacco, and similar articles. One man whose stock of tobacco was exhausted wrapped a large jackknife in a piece of paper, on which he had written a proposal to exchange it for three pieces of tobacco, and threw the package into the enemy's lines.

Of course the Confederates could have kept the knife without payment, had they chosen, as its owner could not cross the lines to obtain it.

A crowd gathered, examined and tested the merits of the knife. Finally an officer threw it back, wrapped, with a large piece of tobacco, in a paper containing the following note:

"FRIEND YANK.—The knife is a good one but we are not allowed to trade. However, you are welcome to the tobacco.

Yours,

SOLDIER."

After reading the selection I asked the boys what they thought of such relations between opposing armies, ready to cut one another's throats at the behest of their commanders. I meant to bring out the thought, what a fearful thing it is that war should be waged between people capable of living in harmony as these soldiers evidently were, and to read Carlyle's passage upon this point in *Sartor Resartus*. To my surprise the prominent thought with the boys was, not the awfulness of warfare (a question at present too large for them perhaps), but the *over-honesty* (I express their thought) of the Rebel soldiers. The following conversation ensued:

"I think the Reb was a fool to give back the knife," said frank-spoken Charles, illustrating his own honesty in the very expression of his crude, boyish opinion. A little taken aback, I asked him why he thought so.

Because the Yanks went down there to fight the Rebs, and they had a right to fight back, and to take all they could from Yanks, and keep it when they had it."

"I should like to know what the other boys think about this," I said.

"I don't think the Reb was a fool," said John. "He wanted to be generous. But he didn't have any call to give the knife back nor pay for it either if he didn't want to."

"I should not have paid for it," said William.

"I should," said James, "but I don't exactly know why."

"Who will help James out with a reason?" I asked.

"I think the Reb ought to have paid because the Yankee trusted him," ventured Henry.

"Do as you'd be done by," chimed in Paul.

"But they were rival soldiers," objected Charles.

"I don't care," said James, who had found his reason. "If a fellow trusts you it's mean to cheat him."

"Then you do not think that might be right," said I. "How about this, boys? Is might right?"

But my boys were thinking too intensely upon the special question in hand to be decoyed into the broader field of ethics by a glittering generality. Ignoring my question, Fred volunteered:

"Besides the Reb might want to offer the Yank something in exchange soon after and then the Yank could pay him off."

"Then you think that honesty is the best policy," said I, venturing another generality. This caught one of the thinkers.

"I don't like that," he said, impulsively. "I think the Reb ought to pay for the knife, *not to be mean*."

"I don't," stoutly maintained Charles. "When the Yank threw the knife over he ran the risk of its being kept, and the Reb had a right to keep it if he wanted to. He had no law on him. When a fellow lets his pigeons fly he knows they may go to some other barn and stay there, and if they do, all he can do is to trap the other fellow's pigeons and keep them."

This seemed to silence the other disputants. I waited a moment and then said:

"How many of you *believe* in this pigeon law that Charles has quoted?" Silence continuing, I asked, "How many think it would be a good thing to extend this sort of law over all our possessions?"

It was plain from the rising dissent in several faces that some of the boys had felt this pigeon law tacitly subscribed to by juvenile owners of pigeons to be wrong, but had submitted to it, with boyish stoicism, as a thing established. Others, being skillful trappers, had rejoiced in moral conditions favorable to themselves, and were possibly reflecting, with conscience and acquisitiveness both awakened, on the results to them personally, should Might become Right in this universal sense.

"Well, Charles," I said, after waiting a moment longer, "what do you think about it?"

"It wouldn't be any law at all," said Charles, with a new thoughtfulness in his tone.

"Yes," said I, "it would be the law of the strongest. The great could take from the humble, the large from the small, big boys from little boys, powerful kings from the less powerful, men from women—each according to his strength. How do you think this would work?"

"It wouldn't do," was the prompt reply.

"There is a great big ruffian on our block that would go into all the houses and take anything he wanted," said William. Charles still struggled with the question, feeling that he had some right on his side, despite appearances.

"But when it's agreed, when a fellow takes risks—" he slowly ventured, and then stopped, having suggested his point.

"But there are risks that *must* be taken. What do you think about protecting them?"

"Yes," said Robert, quickly, "a fellow *must* let his pigeons fly and it isn't fair that they should be trapped after he has bought and fed them."

"And suppose they go willingly to another boy's pigeon cote, and stay there—what then?"

"Then the fellow ought to give them up."

"But no fellow *looks* for that," objected Charles. "It's all agreed on."

"That is a boy's plan for the tenure of property in pigeons, but in nothing else. How does it compare with the plans of men?"

"Why, if my uncle's cattle stray into Deacon Smith's pasture he drives them out or uncle goes and gets them."

"Which is the better plan?"

"I think it's just as mean to keep another fellow's pigeons as it would be for one farmer to keep another's cattle," asserted Henry.

"The amount of it is," said I, "you boys are young and not yet past the age that delights in 'stealing a march' on a neighbor. Older people keep this up for fun, and some go on doing it in meanness, but you see the Rebel soldier found more pleasure in doing as he would be done by. The fact is, you boys, with your pigeon law, have not discovered yet that there is a meanness in this 'stealing a march' when it is done in earnest. But we have spent all our history time on ethics. We may as well continue the subject in a composition. You may write at home on one of these subjects." I wrote upon the blackboard:

Is it true that Might is Right?
Honesty is the Best Policy.
Honesty is the Highest Virtue.
Stealing a March.
Do as You Would be Done By.

The compositions on the above subjects have not yet been examined. Glancing over them I see that they are better than the boys usually write upon such subjects, but a more interesting result of our conversation is occupying me somewhat. Some of the boys who wrote the shortest compositions are most active in an effort to revise the pigeon laws of the neighborhood. They don't see how they can do it without enlisting the boys of the whole country, for all their neighbors have neighbors on the other side. (The subjects of civics and economics are getting a substantial foundation in this experience.) I have suggested that they organize a "Society of Co-operative Pigeon Owners." The big words take them mightily, and the idea of establishing the law of honor in place of the law of might swells their young souls with enthusiasm. I am hoping for much moral growth to my boys through this accidental lesson, and I offer it to THE JOURNAL as suggestive of how it pays to meet young thinkers on their own plane, and to seize opportunities of catching crude thought and leading it into higher channels.

Ethics and Penmanship.

Class discussion of the sentiments of writers and of the ethical aspect of certain incidents is one good means of teaching morals. Too much of it, however, may easily result in a watery dilution of ethics not at all to be desired. As a change from this method, when the truth of your text is self-evident to all, and the statement terse and impressive, let the pupils quietly copy the sentence or paragraph as an exercise in penmanship. Moral sentiment by absorption, an aim over-reached in old-fashioned copy-books and readers, will result. The following paragraphs of different lengths for different occasions, are offered as samples of suitable text for this purpose:

"Guard your character," says a good man, "in your own eyes rather than in other men's."

Charles Kingsley says there are two freedoms: "the false, where a person is free to do what he likes, and the true, where a man is free to do what he ought."

"The boy who respects his mother has leadership in him. The boy who is careful of his sister is a knight. The boy who will never violate his word, and who will pledge his honor to his own hurt, and change not, will have the confidence of his fellows. The boy who defends the weak will one day become a hero among the strong. The boy who will never hurt the feelings of any one will one day find himself in the atmosphere of universal sympathy."

"Every day we are building character, and it is out of little things that we raise a structure, either of sand or rock. Abraham Mendelsohn wrote to his daughter Fanny, 'Give a solid foundation to the building, and there will be no want of ornaments.' You can do more by being the soul of honor yourself than in any other way to give a solid foundation to your character. The Golden Rule our Saviour gave us should be the code of the school-room as well as the home and the business world."

"You all know the good influence a boy or girl who is noble, unselfish, and kindly has over you; you are inspired by such characters to be like them; but bitter words and cutting acts from others, even if you felt you were in the wrong, did not serve to make you better. We are very quick to see characteristics in others that we do not like, and quite apt to talk them over with our companions. But how is it about ourselves? We have our peculiarities and others see them, but we are very indignant if we hear remarks about them. Let us look at all these hinderances to the building of a solid character for ourselves, and remember to have charity for others, knowing that we ourselves have our failings as well."

A True Gentleman.

"I beg your pardon," With a smile and touch of his hat, Harry Elmond handed to an old man, against whom he had accidentally stumbled, the cane which he had knocked from his hand. "I hope I did not hurt you. We were playing too roughly."

"Not a bit," said the old man. "Boys will be boys, and it is best they should be. You didn't harm me."

"I'm glad to hear it," and lifting his hat again Harry turned to join the playmates with whom he had been frolicking at the time of the accident.

"What did you raise your hat to that old fellow for?" asked his companion, Charlie Gray. "He is only Old Giles, the huckster."

"That makes no difference," said Harry. "The question is not whether he is a gentleman, but whether I am one; and no true gentleman will be less polite to a man because he wears a shabby coat, or hawks vegetables through the streets, instead of sitting in a counting house." Which was right?—*Christian Statesman*.

EDUCATIONAL FOUNDATIONS presents the landmarks of educational history in a more accessible form than I have found elsewhere. It is filling a mission distinctly its own.

Normal Park, Chicago.

WALTER J. KENYON.

Supplementary.

Lines About The Aged.

By SUSIE M. BEST.

Be patient with the aged—bear with their feeble ways,
Let kindness be a circle around their dying days.

Be helpful to the aged—we are so young and strong,
And they have borne the burdens of troubled years so long.

Be careful of the aged—unsure their steps have grown,
Their faltering feet no longer can travel with our own.

Be tender with the aged—their sun is in the west,
And they perchance have parted with those they loved the best.

Be gentle with the aged—the time will come when we,
Must stand where they are standing, facing Eternity.

The Stars and Stripes.

A PROSE RECITATION.

The early history of our great flag is very interesting. It is a matter of record that during the early days of the Revolution the colonists made use of flags of various devices.

It is now-a-days generally accepted as a fact that the final idea of the stars and stripes as a national flag was borrowed from or suggested by the coat of arms of General George Washington's family.

In the spring of 1777 Congress appointed a committee "authorized to design a suitable flag for the nation."

This committee seems to have consisted of General George Washington and Robert Morris. They called upon Mrs. Elizabeth Ross, of Philadelphia, and from a pencil-drawing by General Washington engaged her to make a flag. Mrs. "Betsy" Ross was a milliner whose principal customers were the Quaker ladies. She came from good colonial stock. The story goes that during this call at that little old building at 239 Arch street, Philadelphia, General Washington, after explaining his drawing to Betsy Ross, directed that the stars should be six pointed ones. Mrs. Ross objected to this, and argued that the stars in the sky seemed to have but five points. Following her argument by a practical demonstration, she folded a piece of paper, and with a single clip of the scissors cut out a perfect five-pointed star. This was too much for the committee, and without further argument Betsy Ross prevailed.

This flag, the first of a number she made, was cut out and completed in the back parlor of her little Arch street home.

It was the first legally established emblem, and was adopted by Congress June 14, 1777, under the act which provided for stripes alternately red and white, with a union of thirteen white stars in a field of blue. This act read as follows: "Resolved, That the flag of the United States be thirteen stripes; alternate red and white; that the union be thirteen stars, white in a blue field, representing a new constellation."

Words in those days were few—actions were rapid, and spoke loudly. In May, 1777, Congress made an order on the treasury to pay Mrs. Ross £14 12s. 2d. for flags for the fleet in the Delaware river, and a contract to make all government flags.

Because of the admission of Vermont and Kentucky, the flag was changed by an act of January 13, 1794, which provided that after May 1, 1795, the flag of the United States should consist of fifteen stripes and fifteen stars.

But in 1818 the flag was re-established as thirteen horizontal stripes, alternately red and white; the union to consist of twenty stars, white in a blue field, one star to be added to the union on the admission of every new state; such addition to be made on the 4th day of July succeeding such admission. This flag went into effect July 4, 1818, and remains the present regulation national emblem of the United States of America.

Some description of the symbolism of the colors in the flag is not without interest.

Red is supposed to represent courage and Divine love; white, integrity of purpose, truth, and purity; blue, steadfastness and loyalty.

The quaint two and a half story dwelling on Arch street for more than two hundred years has withstood time and the elements, and though threatened with destruction from fire and modern building innovation, still stands an eloquent monument to Betsy Ross and to the American flag.

The very bricks of this old house came over as ballast in the hold of the *Welcome* (William Penn's ship), and were placed in position under the supervision of William Penn himself.—*St. Nicholas*.

Correspondence.

Method of Teaching Vocal Music.

It is a well-known fact that few pupils acquire the ability to sing a scale in perfect tune; that many well-trained choruses and church choirs fail to maintain the pitch without full accompaniment, and not infrequently with accompaniment do singers of wide experience get more or less out of key; and that few attain the power of reading music fluently without instrumental aid, and when this is accomplished, it is the result of years of unremitting labor. As a result of this failure to master vocal music we are told that few can understand its science, or attain even moderate skill in practice. Either this is true or methods of teaching vocal music are sadly at fault. The custom of teaching singing by scale is so old and so general that it may seem surprising that any one should presume to question its correctness. Yet the failure to produce satisfactory results compels us to search for the cause.

The human mind prefers pleasure to pain, comfort to discomfort. It prefers pleasant sounds to unpleasant sounds, and therefore consonant combinations of sounds to dissonant combinations of sounds. Now, in teaching vocal music through the medium of the scale, this preference of the mind is ignored. For instance, seconds are dissonant intervals, and, as such, even in singing the scale as a melody, are repellent to the mind of the learner, which habitually relates things to one another, and the only possible relation in this case is the relation of adjacent tones which are dissonant.

As opposed to the above method of teaching, chords or triads are consonant, and therefore appeal sympathetically to the mind with the result that the ear and the voice are trained, the one to perceive and the other to produce correct tonal relations and consequently perfect tune. This is not strange when we remember that harmony, not melody, is the basis of musical science. Harmony is natural; melody is artificial. All pleasant sounds in nature give evidence of the existence of harmonics or partial tones which are the basis of the science of harmony. But we nowhere in inanimate nature find melody. In short, it would seem that in our teaching of vocal music we violate a fundamental principle in nature: that musical sounds are related first by chords, then by scales. It must follow that the accustomed process of teaching the elements of vocal music is unscientific and therefore unpedagogical and can never produce satisfactory results.

The process of teaching by chords is simple and may be used by any teacher. As a matter of course the tonic chord must be presented first. This to be followed in turn by the dominant and sub-dominant chords. The experience of the writer is that few pupils fail to sing the scale correctly, after having learned the constituents of the scale in their chordal relations; that few singers or choirs fail to keep the pitch even without accompaniment; that even the dumbest ears respond to such a natural process and become capable of some training, and that vocal sight reading may become a more common thing than at present. An additional advantage of this method of instruction is that the pupil is incidentally introduced to the study of harmony, a subject that few singers know anything about, and without a knowledge of which no one can presume to be musically educated, or even use music intelligently.

JOHN J. DAWSON.

Brooklyn.

Criticism of Pupils Valuable.

It seems to me the writer of the article entitled "Criticism of Pupils," in THE JOURNAL of Oct. 28, has not taught recently. Many things sound well in writing that do not "pan out" well when tested. I feel that close, careful criticism on the part of my teachers and fellow students has been of great value to me and I trust the day will not come for some centuries when criticism will be banished from our schools.

Good theory is not to be despised. Good theory coupled with good practice so that good results follow is very desirable. Many of our theorists have done no practical school work in years unless a theoretical talk to teachers in institute assembled be called school work. If theorists, like lawyers, always had strong opposition at the time they were making their theories known to the world, the teaching profession would not have to listen to, and to read, so much professional nonsense.

What difference does it make if cries of "no" did arise in all parts of a room when Prof. C. W. Emmerson asked if "faults should be pointed out"? Does it make a lawyer weak to have opposing lawyers show up his errors? Does it make a physician weak to hold consultation with a physician who can point out errors in the first diagnosis? Does it make a farmer weak to be shown an error in his method of tillage?

True principles of teaching are as old as the ages. The milk and water treatment administered in homeopathic doses by many of our theoretical teachers to helpless readers or institutes may sound well, but will it produce close, critical students? Prof. Emmerson doubtless has spent most of the later years of his life teaching advanced pupils who have a special inclination for the study of elocution. Is it not probable that if his pupils had not been taught by "foggy" nineteenth century teachers that he would have found it necessary to have faults pointed out?

Of course no one will favor the method of pointing out faults which consists simply in saying "this word — was mispronounced" or "that word was not followed by the correct inflection." True criticism is that which gets at the root of the difficulty and aids the pupil not only in forming a better ideal than he formerly possessed, but assists him materially in lifting himself to his ideal.

For instance, a very common fault in pronunciation is giving short *e* the sound of short *i*. If criticism ends when the pupil says "John said min for men," then it were just as well that no criticisms were made; but if the teacher questions why John said min for men and causes each member of the class to know that John made the error because he was careless as to the position of his vocal organs, to know what the correct position is, and to be inspired with a determination to avoid John's error, then criticism has been helpful to that class. Whatever will make a pupil see his error most plainly and most quickly and render him most assistance in forming better habits is best. It is doubtful if there be anything so effective as close, careful criticism for arousing pupils to the determination to throw off bad habits.

Prof. Emmerson's plan is possibly good for his work but were his plan generally adopted in all grades of schools, aimless, and barren would be the teaching.

Jasper, Fla.

J. M. GUILLIAMS,
Prin. Jasper Normal School.

Of what number of members does the parliament of Great Britain consist?

G.

Parliament consists of 670 members. England and Wales send 495, Scotland 72, and Ireland 108.

Is there a key printed to Harvey's grammar and where can one be obtained and how would you teach grammar to beginners in country schools?

Md.

A SUBSCRIBER.

Eubank's key to Harvey's Grammar, paper 50 cents.; cloth 75 cents, postpaid. Address E. L. Kellogg & Co., 61 E. 9th street, New York.

It is hard to advise briefly. The system we should recommend would apply to the high school and would require some space. A comparatively harmless way of beginning technical grammar too soon, which we judge you are required to do, is the following, used by many teachers:

Have the pupils pick out the name words and the action words in their reading lessons and learn to call them nouns and verbs. Let them make numbers of two word sentences.

(Crickets chirp, boys skate, I write, etc.), observing that each contains a noun (or some word to represent one) and a verb. Then let them add successive modifiers to the noun and the verb until they have included phrase and clause modifiers and produced ornate sentences. As they proceed with this work, they will learn *article, adjective, pronoun, adverb, conjunction, and interjection*. Classes and modifications may also be taught by this constructive method and the rules of syntax may be discovered and formulated by the pupils. Analysis and parsing of reading lessons may follow. You will have to plan your lessons very painstakingly. Reed & Kellogg's grammar will help you.

Can too much be expected of the schools? Is the school alone responsible for the after life of the individual? A writer in THE SCHOOL JOURNAL of June 24, 1893, classes the "merciless selfishness of some of our shrewdest business men" and "the rapid colonization of Canada" among the possible failures of the schools in character building. The school and the home—here rests the burden. The school has the child five or six hours out of the twenty-four. It must do in this time its own share, and much of what the home fails to do in its eighteen; but it cannot do all, though it can do wonders. The character of the home makes for good or ill. It touches where the school cannot touch. But let the school awaken the melody of the young soul; give it a taste for the good, the beautiful, the true; and it will hardly be necessary to label every person with "the work the school has failed to do."

R. L. P.

While the school is honestly striving to "awaken the melody of the young soul," it must keep a watchful eye upon its own methods lest it teach also the discord that shall some day drown out that melody. The credit system is a piece of school machinery that, we seriously believe, has assisted in the "colonization of Canada." School prizes appeal to sordid motives and offer temptations to deceitfulness.

Please let me know, through the columns of THE JOURNAL, how to teach grammar, so that pupils will take a lively interest in the study.

Nebr.

ELSIE M. HOY.

The writer once had a fifth-year class who became so enthusiastic over grammar, that the hour for this study had to be placed at the end of the session, so as to give the pupils the noon-hour to "cool off" in and get ready to attend to another subject. This class was in a German neighborhood, where composition was an intolerable bugbear and progress in all studies was much hindered by deficiencies in understanding and using English. The method followed was substantially Reed & Kellogg's. The pupils did all the work. The plan is further suggested in an answer to another correspondent.

What causes the lockjaw when a person has a rusty nail penetrate the skin? In this town a boy five years old stepped on a rusty nail and died despite all care.

Belvidere.

D. L. LAMB.

It appears that there are microbes that exist in some places in considerable numbers; that they are found on stones, nails, pieces of wood, etc. If these microbes get into the blood they increase with rapidity and cause lockjaw of which the person usually dies. A girl lately died of lockjaw in this city from a splinter penetrating her shoe and foot. Of course it was not lockjaw that killed her; lockjaw is one of the symptoms of the poisoning caused by these microbes.

Has silver been demonetized? There has been much said about this in this state. It came up in school the other day; it is said over and over that silver has been demonetized by a certain class. I do not so understand it.

E. L. P.

Oberlin, Kan.

In 1873 the act was passed about which so much is said by the Populists. Section 15 reads: "That the silver coins of the United States shall be a trade dollar, a half dollar, a quarter, dime, and half dime;" it says nothing about the dollar. The act had been under discussion several months, at various times.

Is there any authority for spelling screen "screne"?

B.

No. The plate in a recent number of THE JOURNAL bearing the word misspelled thus went through without sufficient examination. Don't let your pupils see it. Show them the correct form only.

Editorial Notes.

Horace Mann is a name the teachers will never let die. They will welcome the small volume on his "Life and Educational Work," by Ossian H. Lang. It is one of the "Teachers' Manual" series, published by E. L. Kellogg & Co., price 12 cents by mail to teachers. It should be every teacher's determination to know about such men as Horace Mann, Rousseau, Pestalozzi, and Fröbel. This volume will help to a knowledge of this wonderful educator.

The college faculties now find the foot-ball craze is the most determined foe the college has. The game here brings out all the toughs who can raise the dollar; the participants and their sympathizers drink extensively of whiskey and brandy. The saloons are surprised to see young fellows pour down the fiery undiluted liquors and learn to distinguish such as "college fellers." The college presidents are at last aroused to the gravity of the situation. The question is this: Shall the faculties run the colleges or the foot-ball teams?

A teacher writes that his desks and seats are all of one height; the little boys and girls cannot touch the floor with their feet as they sit on the benches. Cannot he buy some sheet iron standards and put in the place of the long ones? These can be purchased at a small price, 4 or 5 cents per pound, and any of the big boys can fasten them on with screws. A teacher who looks at the comfort of the pupils deserves a long mark; the whole boy comes to school, legs and all; don't let him go away with injured body. How many crimes are committed (yet) in the name of education!

As the Princeton students drank a good deal of whiskey and were riotous last year the faculty have requested this year the municipal authorities of New York to arrest any Princeton students who may be found guilty of disorderly conduct.

They appeal to the alumni of the college to exert their influence in every way possible to redeem the game from the disorders that now attend it. If this cannot be done they propose to forbid the game in New York on that day.

Of course this determination caused indignation, but what do students go to college for, knowledge or football?

The bishops of the Methodist Episcopal church, South, are said to ask the candidate for admission to the Conference, whether he circulates the church paper. These men feel it is important that families read concerning religion, its principles, and progress. But there are a good many men who are placed as educational leaders who make no effort to see whether teachers read an educational paper. A young man graduated from the Albany normal school forty years ago; he desired to advance as a teacher; he asked the principal of the training school, Prof. William F. Phelps, what he had best do. He advised him to take the *Ohio Teacher*, then just started. He looks back now and says that was most valuable advice.

The Brooklyn Kindergarten Association has seven kindergartens established. Mothers societies have been formed. Mr. Talcott Williams at the annual meeting said: "We have endeavored in vain to improve the schools by adding from above; it is indispensable that we should begin the experiment of filling them from below. The kindergarten nearly doubles the school years by filling the three years which precede entrance to the schools. It adds to the children a new mental horizon; it gives them training at an age when they are now left to the street, the gutter, the devil's mint, in which the virgin of gold of childhood receives his subscription on the blank which was intended to bear a divine message."

It is now said that seasickness starts in the ears. In them are three small tubes, each bent in a circle, and filled with fluid. The three sit at right angles to each other, like the three sides at the corner of a room or a box, so that in whatever direction the head is moved, the fluid in some one of the tubes is given a circular motion. Hanging out into the tubes, from their sides, are hairs or *cilia*, which connect with nerve cells and fibers that branch off from the auditory nerve. When the head moves the fluid moves, this affects the hairs, a nervous current goes to the brain, and one feels the peculiar sensation that comes from head motion. This nerve current, on its way to the brain, at one point runs beside the spot or center where the nerve governing the stomach has its origin. When the rocking of the head is abnormal and prolonged, this "center" is so excited that the nerve running to the stomach is affected and retching ensues. Deaf persons are never seasick.

Do the boys "out West" know that the boys down East fly tailless kites? And real big ones, too. The frame is made of two sticks crossing at right angles. Divide the vertical stick into 100 parts; make the cross stick have 114 of these parts—it is the longest. This cross stick must be made slightly convex to the wind; use bamboo if you can get it. Tie a string at the intersection of the sticks and down to the tail end so that when

you pull it out from the kite (by taking hold of the middle of it) it will be about as far from your finger as half the crosspiece. Here tie your twine; but you will have to experiment to get the belly band and the place to tie your twine just right. You don't need wind if you have a light kite. You take hold of the twine and walk even in a calm, and your kite will go up. Boys, try this at noon.

A writer in the *Popular Science Monthly* says that little or no importance is attached to the religious training of Japanese children. Whether the parents be Buddhists or Shintoists it matters not, for in either case the children rarely take any part in the religious life of their parents or elders, and indeed usually grow up in blissful ignorance as to what it is all about. True, they may be occasionally taken to the temple and taught to rub their palms together, clap thrice, and incline their heads toward the shrine as they toss their offering of rice through the wooden grating of the huge money till. They may have some vague notion that there is something meritorious in all this, but nothing more, although every Japanese home has a latticed niche, or kamidana, dedicated to the service of the household Lares and Penates, or Dalkoku and Ebisee as they appear in Japan.

Professor Julius Fröbel, the well-known writer and statesman, died in Zurich, last Tuesday. He was a nephew of the founder of the kindergarten system.

He was born in Germany, 1805 or 1806, received his education at Stuttgart, Munich, Weimar and Berlin, where he became connected with Karl Ritter and Alexander von Humboldt, and settled in 1833 at Zurich, where for many years he taught geography, mineralogy, and natural sciences in the high school of that city. He became a citizen of Switzerland about 1839. He wrote many important political works. From 1850 to 1857 he traveled in California, Mexico, and Central America. Fröbel was author of a "System of Crystallography" (1843), a "System of Social Politics" (2 vols. 1847), "Seven Years' Travel in America" (1859), and many other works.

Supt. Lane, of Chicago, believes in the teaching of typewriting in the night schools. He says: "It is almost as much a necessary branch of a business education as penmanship. The demand that there is for this accomplishment is all the more reason why it should be taught. Many of those who attend the night schools have not the means to pay for private tuition and should be given every opportunity. If the typewriter may help them, in my opinion it is a proper branch to be taught." Mr. Stanford, of the Chicago board of education, is also in favor of it. He says: "As there is a demand for instruction in that line we should give the instruction to those who are endeavoring to improve their condition by attending the night schools. It is no objection to say that it was not taught ten years ago, or even last year; we are making progress every year and the schools must keep pace with it."

Mr. Horace E. Scudder in his paper, "School Libraries," in the November Atlantic makes a good point, by showing that in the case of many children, the public schools help to compensate for things lacking in the homes. He says that the kindergarten, for example, is not merely the demonstration of a philosophical theory regarding the foundations of education: it is a practical measure to restore to large numbers of little children what has been lost out of their lives through the pressure of toil weighing more and more heavily upon the mothers of these children. Given such a reform of social conditions as shall make the humblest mother both a homemaker and one trained in the lore of childhood, and it is within the bounds of possibility that the kindergarten should shrink into smaller compass. Again, the introduction of manual training schools would have been an anachronism when every boy spent a large part of his time out of school in the handling of tools, and when the apprentice system was in vogue. So also the teaching of sewing, even of cooking, in city schools is an attempt to compensate for the loss of training at home.

The indictment of the Princeton sophomores who were expelled by the faculty for the hazing of young Robert T. Leopold, should have a wholesome effect on the college students of the country. Rowdiness should be suppressed wherever it shows itself, particularly in institutions of learning, cost what it may. We are glad that the college authorities at Princeton are determined to suppress hazing and declare their willingness to see the cases prosecuted to the full extent of the law. Dean Murray said lately that the faculty could not interfere in any manner.

Prosecuting Attorney Stockton is determined to make an example of the hazers, and is of the opinion that they will be convicted. He says the punishment will be imprisonment, not exceeding two years.

It is rumored that the university trustees will take up the subject of hazing and that Col. McCook will urge vigorous and immediate action. It is thought that he will propose not only that the sophomores be asked, under strong pressure, to pass a resolution denouncing hazing, but also that hereafter the first hazing offence be punished by the expulsion of the participants; the second, by depriving the whole class of their absence gratuity

for the quarter; the third, by withholding the privilege from the class of having any athletic team or in any way participating in the athletics of the college.

Just as we are going to press we hear that the Princeton faculty has acted on the cases of three more hazing sophomores. The evidence of their complicity in hazing was established, and summary punishment decreed. Two of the offenders were dismissed and one suspended from college until May 1.

It is high time that other colleges should take action to prevent the recurrence of hazing and foot-ball outrages.

Rhode Island Institute of Instruction.

The Rhode Island institute of instruction held its forty-ninth annual meeting at Providence, October 26, 27, and 28. Addresses were made by Miss Mary F. Richards and Prof. F. F. Murdock. W. S. Locke and W. W. Grant, and others took part in the discussions. About 1,500 people were in attendance.

Oct. 26.—After the opening exercises and preliminary addresses Miss Mary F. Richards, assistant supervisor of drawing in the Providence schools, was introduced. Her subject was "The Educational and Practical Value of Industrial Education." After showing the practical value of manual training she said: "Above all things, teaching to love beauty in nature is what is needed. The child should be given these studies as well as the more developed youth. Children look at the sky for inspiration. When the mind is full of the idea of color and figure give them something by which they may put these to practical use. Furnish them with crayon and clay that the ideas which they have received may be put into practical exemplification. The child's eye is more susceptible to form and color than is that of the adult. Drawing is the easiest and simplest method of transmission of ideas. The greatest artists the world has ever known attained their success, not by their art of coloring, but by their ability to draw and express their ideas forcibly. The aim to-day in drawing is to obtain a ready and accurate expression of the objects which it is desired to represent. The child should learn all that is necessary to be known in constructive geography before he is 9 years old. While he is studying geography in its construction the description should be given him. The danger to-day is in over-dosing children with studies which are monotonous and of no practical use to them. The endeavor, therefore, should be to make industrial training an intellectual one as well as a practical one."

Warren S. Locke, principal of the Rhode Island school of design gave a short history of drawing and its development. W. W. Grant, principal of the manual training high school showed the practical use of molding materials and the use of the apparatus in manual training schools.

Prof. F. F. Murdock, of Bridgewater, Mass., made an address on "Geography." He said: "It has come to be very desirable to teach local geography before that of foreign countries. This is done because knowledge of the world is learned by practical experience." He proceeded to discuss methods of studying geography. He advocated teaching geography to children by illustration and outlined a course to be pursued for a number of years. He was in favor of the use of globes instead of maps.

At the afternoon session there were two addresses, one by E. Benjamin Andrews on the "Importance of Humane Education," and one by J. W. V. Rich, principal Messer street grammar school, on "The Teacher—What She Should Be and Do."

Dr. Andrews said: "The fundamental business of teaching is not merely to train the mind of the pupil but his heart, for that has been the basis upon which every true system of education has rested. It is the only basis upon which we can have a true education. The thought suggested by the word humane is a feature of moral education. Without the cultivation of the faculties which prompt us to be humane it is impossible to understand ethics or morality. * * * Any person who suddenly inflicts any particle of pain on a brute transgresses a moral law fully as much as he who commits murder or is guilty of falsehood. And these transgressions work both ways in their injurious effects—the transgressor himself becomes hardened. Wrong doing in this respect, cruelty to a brute, is inevitably followed by a certain running down in the constitution, by a degradation of the very being. The natures become themselves brutal, cruel, and anti-human. Convert a cruel man and you put him upon a higher and altogether different moral plane."

Mr. Rich dwelt upon the qualifications that a teacher should possess to assist the child in the formation of a good character. "The first essential qualification, he said of every teacher is a strong religious and moral principle. Mere intellectuality divested of all that is good and great is not much better than idiocy, and when it is united with moral depravity it is a positive curse. When the end of all proper instruction, when the end of life itself is character, it seems self-evident that the teacher should be exactly what he aims to secure. The teacher's personality, strongly religious and moral, is the tremendous force in shaping the youth for good."

The attendance at the evening session was very large. Prof. Albert S. Bickmore, of New York, gave an illustrated lecture on

"The Land of the Vikings." Among the pictures displayed were a series of five of the midnight sun, taken off the North Cape at midnight, from which point Prof. Bickmore followed the course of the Vikings to this country in an entertaining and instructive manner. The Viking ship was also shown, anchored off the Manufacturers building at the World's fair; also a series of views of the Court of Honor and several of the large buildings at the White City. The lecture was full of interest from start to finish. Prof. Bickmore has been giving illustrated lectures under the auspices of the state superintendent of public instruction, New York, at the American Museum of Natural History, Central Park, New York, for several years, and the editors of THE TEACHERS' INSTITUTE hope that the lecture given that evening will lead to the introduction of this system of visual instruction in the schools in Providence and other towns of Rhode Island.

Oct. 27.—Director Emory P. Russell, of Providence, treated the subject, "Music in the Public Schools." He cited facts showing the moral agency and influence of good music. He spoke of the existing usages and conditions affecting the voice, and said that good expression was gained by body, voice, and mind, but if obtained at all must be of the voluntary action of the individual. There should be a great deal of attention paid to developing the voice, as it develops the mental power as well. The adoption of physical culture in the public schools was doing a great deal for the pupils, and the good effects on the voice of those taking such a course were apparent. In teaching music educational lines must be followed, as in every art comes the mechanical, then the intellectual, and last, but not least, the ideal.

Prin. Walter R. Whittle, of the Westerly high school, spoke on "What Has the Public a Right to Demand?" He said: "There are some who believe that there has been no advancement in the efficiency of our schools since the school days of our grandfathers, and who demand a practical education. By practical they mean the teaching of arithmetic, reading and writing, particularly arithmetic. Another demands that the public schools shall fit for college; another want their children fitted for society. The danger lies in demanding too much. The tendency of the times is to specialize, and there is a chance for honest doubt as to the advisability of the public schools generally attempting to prepare its pupils for any particular field of labor. * * * However inefficient the teaching force may be, very many cities and towns permit, and indeed, encourage, this inefficiency by electing to the school board unfit men, or making it well-nigh impossible for school officers to do what judgment and conscience dictate; thus year after year inefficient teachers are employed to the exclusion of those who are fitted both by nature and training. When a community has eliminated from its school system demagogism, has put the management of its school affairs into the hands of an educated and conscientious school board with a superintendent who knows his business, then the community has a right to expect first-class service."

Supt. Tarbell, emphasized the necessity of a thorough education for teachers. "Nobody to-day," said he, "can get into the public schools of Providence who has not given evidence of ability as a teacher. * * * There is no politics in our school committee. Choice will not depend upon political influence. Nobody who fails in our training schools is going to get into our teaching department. * * * The public has a right to demand that every teacher have a special training. It has a right to demand that every teacher shall improve from year to year."

[TO BE CONTINUED.]

Teachers' Agencies in England.

(By our Special Correspondent.)

There has been a loud outcry from the universities during recent years. The value of a degree has deteriorated; the learned professions are overstocked. In the higher grade schools for the sons of the upper middle class a B. A., in honors, and an athlete to teach and supervise the boys rarely gets more than £80 a year if non-resident, and £30 if resident. But very many who have passed through the university are unable to get a place at all. Salaries are still showing a downward tendency save in the great public schools, such as Eton and Harrow, whose wealth is great enough to save them from parsimony. To meet the difficulty in obtaining posts for the men who were "going down" from Oxford university, Mr. Raper, a fellow of Trinity college, several years back voluntarily gave his time and energies to putting university men in communication with schoolmasters and with parents requiring private tutors. The expense and labor were considerable to Mr. Raper and no fees were charged. This went on for some years and the number of men assisted in this way and provided with work during vacation, or, on leaving the university was very great. But the system grew too burdensome for one man. So it has been decided to change the character of the agency and establish it on a business-like basis at Clarendon buildings, Oxford, with Mr. Raper as its chairman, and a very small payment (1½ per cent. on the first year's salary) for appointments obtained through the agency, enough in fact to pay for a secretary and postage stamps. Mr. Raper remains the moving

spirit and the agency has gained a large connection. A similar agency has also been started by a Mr. Lewis, at Cambridge, on similar lines, and in concert with Mr. Raper, so the movement may be said to be fairly started at both universities. Of course there are scholastic agencies in London but the fees are high and the agents not always to be relied on.

A conference of representatives of all the educational bodies of England has recently taken place at Oxford university, to consider the present condition of secondary education in the country. It was largely attended; among those present and speaking were Dr. Fitch and Mr. Oscar Browning. The outcome will be the issue of a Royal commission to enquire and report, though in view of the congestion in the would-be workers in the learned professions, several representatives were bold enough to say that less instead of more secondary or higher education was needed.

Ontario Provincial Teachers' Convention.

At the recent meeting Prin. S. B. Sinclair, of Hamilton, read a thoughtful paper on "Kindergarten Methods in Primary Grades." The following are a few good things he placed before his hearers:

"Most of us can remember the time when to the question, 'Why do you come to school?' there was supposed to be but one answer, viz., 'to learn.' The mind was looked upon as an empty receptacle to be filled with knowledge as we might fill a cup with water. There naturally arose among thinking people a revolt against the unnatural, mechanical, devitalizing, cramming methods which in extreme cases followed as a result of this irrational view. Educators especially began to see that there are certain potentialities in the child; that a living, rational being is very different from lifeless matter. They perceived that in a special sense all education must be self-education. As a result of this new and better conception, methods of teaching were entirely changed and development was considered the chief end of education. It is to be feared that in some cases this view was carried to an extreme. As a result there was 'development gone to seed,' seeking for something in the mind which was not there, and time was lost in

Dipping buckets into empty wells,
And growing old in drawing nothing out.

During later years there has been a reaching out after a higher and more comprehensive educational philosophy and education is now being understood to consist not so much in a filling in or drawing out of facts as in leading the child to discover and express existing relations and to develop in harmony with an inner law of Divine unity which is within us and without us. God made manifest in the universe of matter and of mind.

"* * * The Trustee in 'The Hoosier Schoolmaster,' who held the principle 'lickin' and larnin', larnin' and lickin'. No lickin' no larnin', sez I,' had many companions fifty years ago, but he is beginning to feel lonesome to-day. I was surprised to find three years ago in Paris that corporal punishment is banished from the schools.

The too enthusiastic objective teacher who thought it necessary to crawl on all fours on the school-room floor to illustrate the ox to his primary class is now convinced that even little children have common sense as well as perception."

In touching upon heart culture Mr. Sinclair said he did not believe in formal, "goody-goody" talks, but that the teacher should know the heart of her children, leading them forward and upward to better things, softly building an ethical structure which would stand the days of stress and storm.

The Rev. Courtice delivered an address on "Religious Instruction in its Relations to the Public Schools." The lecturer affirmed that instruction should be of a threefold nature: 1. Religious. 2. Educational. 3. Patriotic. Two extreme views of education were held: 1. That it should be entirely secular; 2. that it should be absolutely sectarian. A national system of public school education with a certain amount of religious training was probably the best.

1. Against the complete secularization of schools it might be urged: 1. That as a large proportion of children were not taken to church by their parents, and received no religious instruction from them they would have no chance of learning the way of Faith and Salvation if their training was wholly secular. 2. It was held even by the opponents of Christianity that theistic belief was the basis of all morality. 3. History and ethics cannot be taught without reference being made to the great religious movements of the different ages of the world. 4. An unbalanced culture is the result of a purely secular training. 5. Secular schools (so-called) would represent the principles of the sect of Agnostics. 6. Secular schools would be open to the objection that they were 'Godless.' 7. Educational experts as a body were opposed to complete secularization.

2. Against sectarian schools might be urged the difficulty of distributing the available funds in an equitable manner according to the membership of the several denominations. Also, there would be a tendency to lower the general educational standard through the introduction of an undue proportion of religious instruction. The separation of the children would also interfere with the development of patriotism. There was too great a tendency in the schools toward the literature of information—i. e., arithmetic, geography, etc., as opposed to the literature of inspiration that is the expression of high thoughts both in prose and poetry."

At the closing session of the convention Dr. Harper read an able paper upon "School Libraries." He made the point that the true object of education should be not to teach the child this or that subject simply in order that he might know for the sake of knowing, but rather for the sake of expression, for the sake of giving him something to talk about.

The Leading Events of the Week.

The United States senate passed the bill granting the Chinese more time in which to register. The special session of Congress

then adjourned.—The Brazilian revolution still continues. The rebels are seeking for aid from Europe, and both they and the Peixoto government have been buying warships in the United States.—The Matabeles in South Africa were defeated by the British in a series of battles, and Lobengula fled.—There were 50,000 people in the funeral procession of Mayor Carter Harrison, of Chicago.—The *Lucania* reduced the ocean record by 29 minutes, making the westward trip in 5 days, 12 hours, and 54 minutes.—In the elections the Republicans won in New York, Massachusetts, Pennsylvania, Iowa, and Ohio, and the Democrats in Kentucky, Maryland, and Virginia.—More fighting occurred at Melilla, and the Spaniards were obliged to cease disembarking horses and provisions needed by the garrison. Hostility against the Spaniards is spreading among the Morocco tribesmen.—A dynamite explosion at Santander, Spain, caused great loss of life.—Germany will spend more money on the navy and marine forts.—Paris has selected a site, on both sides of the Seine, for a World's fair in 1900.

New York.

The department of pedagogy of the Brooklyn institute of arts and sciences has charged the committee on pedagogical museum with the duty of collecting, classifying, and arranging for reference, school and college text-books, apparatus, and educational appliances of every kind to illustrate the history and progress of education. The collection is also to include school reports, periodicals, published addresses and essays, catalogues, and courses of study.

The *Hebrew Journal* writes that the Jews of New York city have developed a fairly adequate communal educational system. The institutions embraced in this system include the Hebrew free schools and the Talmud Torah schools for the younger children, the Hebrew Technical institute and Louis, down-town school for the industrial branches, and the Jewish Theological seminary for the higher instruction of teachers and rabbis. Besides these, there are numerous other educational facilities offered by institutions not peculiarly or exclusively educational in character, as the kindergartens of the congregational sisterhoods.

A. Abraham, of Brooklyn, has presented Cornell university with two valuable libraries. one of 1,000 volumes on the German philosopher Kant, and the other of 500 volumes on Spinoza. With these libraries go also a fine collection of portraits of both these philosophers, comprising all the authentic copies that have ever been published. The Kant collection is said to be by far the richest in the world. The Spinoza collection is the fruit of fifty years of work on the part of a zealous collector, and for completeness is nowhere excelled. Both collections are of the greatest value to the Sage school of philosophy of Cornell, where great stress is laid on Spinoza and Kant. The gift makes this school the center of all investigation in this country bearing upon the work of the two philosophers.

Eagles are numerous in the Catskill mountains this fall. Two men shot a bald-headed eagle which measured 8 feet and 4½ inches from tip to tip of its wings. One of his claws extended measured five inches across.

A woman heard a great commotion in the back yard. A large eagle was in the act of swooping down upon a hen. She tried to frighten the bird away, but it attacked her fiercely and sunk its talons into one of her arms and would not loosen them. She seized a hatchet, and after a desperate fight, despatched the eagle, which measured five and a half feet from tip to tip. Her arms were badly lacerated.

A boy, while leisurely riding along the road, was swooped upon by one of two eagles. It imbedded its beak and talons in his back. Then its mate came to its assistance, and it was with the greatest difficulty that the boy managed to ward off blows in his face. The horse started on a run, but the birds kept up a running attack. He jumped from the horse and seizing a large piece of wood fought the eagles. Two men rushed to his assistance and managed to kill one of the birds, but the other escaped. The one killed was nearly seven feet across its extended wings. Had assistance not arrived it is probable that the eagles would have overpowered the boy.

A NEW DEPARTURE.

Under the above heading, we receive notice of a plan to incorporate science with religion that is to be tried this winter in this city. A series of Science Sermons, under the auspices of the Science Sermons Society, will be given in the lecture-room of the Rev. Robert Collyer's church, Park avenue, cor. 34th street, on Sunday evenings. The lectures of the Brooklyn Ethical association, whose aim is to teach ethics and religion as found in the study of evolution, will be repeated here on the Sunday evenings following their first delivery at the First Unitarian church in Brooklyn. The feeling that there is a conflict between natural science and true religion is fast dying out. These liberal and brotherly movements of the church toward co-operation seem calculated to supply "a long-felt want," and are among the most encouraging signs of the times.

(Selected from OUR TIMES, monthly, 30c. a year.)

Saxony and its King.

The kingdom of Saxony is one of the smallest in Europe, having an area of 5,795 square miles. It is only a little larger than one of the smallest of our states—Connecticut; but the population is several times as dense. In this kingdom, less than one-eighth the size of New York, there are one-half as many people



ALBERT, KING OF SAXONY.

as in that state, or over 3,000,000. Dresden, the capital, is about the size of Washington. It is one of the handsomest cities of Europe, and for that reason is sometimes called the "Florence on the Elbe." One of its manufactures has a world-wide reputation. Who has not heard of or seen the beautiful Dresden ware with which housekeepers like to adorn their tables? The city is built on both sides of the Elbe. It has a fine zoological garden, near which is the king's palace. Its art galleries, libraries, museums, and theaters are among the finest in Europe. Leipzig is an important commercial center. This kingdom is better provided with railroads than any other part of Germany. In education it stands very high.

Saxony is the smallest of the four kingdoms in the German empire, the others in the order of size being Prussia, Bavaria, and Wurtemberg. In the time of Charlemagne the country became a dukedom, being annexed to the Frankish and afterwards to the Roman empire. In 1355 the ruler's title was changed to elector. The grandsons of Friedrich the Valiant, Ernest and Albert, in 1485 divided the inherited countries, so that Ernest received Thuringia and Albert, Meissen, and two lines were thus formed, which still flourish, the Ernestine and the Albertine, of which the former now reigns in four Saxon duchies, Saxe-Weimar-Eisenach, Saxe-Meiningen-Hildburghausen, Saxe-Altenburg, and Saxe-Coburg-Gotha; the latter, in the kingdom of Saxony. During the Thirty Years' war the elector was an ally of Sweden. Saxony became involved in a war with that country in 1607, when elector August embraced Roman Catholicism and was made king of Poland.

His successor sided with Maria Theresa of Austria against Friedrich II. of Prussia, and in the Seven Years' war Saxony lost 70,000 men. It was a long time recovering from this blow. In 1806 Saxony entered the Confederation of the Rhine and the elector received the title of king. During the long period of peace that followed, the country became very prosperous. The revolutionary years of 1848-49 brought many great and needed reforms.

In 1854, King Johann ascended the throne and both he and his minister, Beust, made a stubborn opposition to the Prussian policy, and showed a decided partiality for Austria as a leader of the small states. The war of 1866 endangered the independence of Saxony; Johann saved his crown only by entering the North German confederacy, paying a large war indemnity, and dismissing Beust. In 1870-71 the Saxon soldiers fought under the leadership of the crown prince (now King Albert) as true allies by the side of the Prussians. In all foreign affairs and in many important interior questions the authority of the German empire has wholly superseded that of the particular Saxon government, which, however, is independent with respect to interior administration.

King Albert was born in 1828, and began to reign in 1873. In youth he received a thorough training in jurisprudence and the science of government; he has made his mark as a soldier, having served in the Sleswig-Holstein war of 1864, the Austro-Prussian war of 1866, the Franco-Prussian war of 1870. What is more unusual in a king is that he is skilled in pharmacy. He

frequently visits the drug stores of Dresden and puts up prescriptions. His queen, Carola, is a handsome and accomplished woman. They are both very popular.

The fiftieth anniversary of King Albert entering the army was celebrated October 22; Dresden was gaily decorated. The principal event was a parade at noon in front of the castle of representatives of all the German, Austrian, and Russian regiments of which King Albert is honorary chief. At the banquet Emperor William sat at the table of honor between the king and queen of Saxony. During the ceremonies the aged king was presented with a field marshal's baton.

Death of a Great Composer.

Charles François Gounod died in Paris recently of apoplexy. He was born in Paris in 1818, where he entered the Conservatoire and studied under the best masters of that time. His mind was of a religious cast, and at one time during his stay in Rome he thought of entering the church. Nothing came of his intention in this direction, however, except a number of pieces of sacred music, two of which, a requiem and a mass, were brought forth in Vienna, where Gounod dwelt a few months after leaving the Eternal City. Then he returned to Paris where his notable triumphs were to be secured. His early writings showed the strong influence of Weber and Mendelssohn. After composing several operas whose success was limited, he produced his greatest work, "Faust," in which he gave a musical setting to Goethe's great creation. His practical and experienced French librettists took from the German book the characters as popularly understood, a few suggestions as to scenes, and the outline of the love story of Faust and Gretchen, overshadowed by the somber presence of Mephistophiles. To this material the composer wedded a series of lovely numbers, clothed in the time-honored operatic forms and handled with consummate skill and taste.

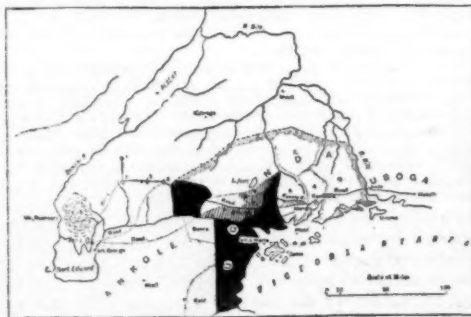


C. F. GOUNOD.

Gounod never wrote a second work that came up to this high mark, but "Romeo and Juliet," produced eight years later, approached it in popular favor. This opera was greeted with great enthusiasm, and its performance in London, St. Petersburg, and in most of the large cities in Germany confirmed the Parisian verdict as to its interest and beauty. In spite of the moderate success of his later work compared with that of "Faust," he labored on; always earnest, impassioned, and vivacious, to the end. France may well mourn the death of Charles François Gounod, for he leaves no successor among his countrymen, and Europe will scarcely fail to share the sorrow with which lovers of art must record the death of one of the very few eminent composers of the century.

The British in Uganda.

For some time the British have had under consideration the question of the evacuation of Uganda. The continued occupation involved considerable expense, which the British East African Company felt they could not afford. But, on the other hand, it was asserted that if the British should leave the missionaries would be unprotected. The British, moreover, dislikes to give up any land that he has in his possession, which is a main reason



why he has held on to Uganda. The latest news from that country is to the effect that the Catholics have been given about one quarter of the territory that was formerly Protestant. Both the contending churches agreed to this arrangement at the instance of the British commissioner. Liberty of conscience, however, is proclaimed throughout Uganda. The next move will probably

be the absorption of the territory of the British East African Company by the British protectorate of Zanzibar. That company, having sunk nearly half a million pounds in an attempt to occupy and administer the immense tract of Africa lying between Zanzibar and the Victoria Nyanza, now declare that they can no longer continue under the limitations that prevent them from levying taxes on the country which they are expected to govern.

Geographical Notes.

Water Spouts at Sea.—Everybody has seen during a sultry summer afternoon little whirlwinds in the middle of a dusty road, caused by two breezes coming down streets that come together. A column of light dust will be seen revolving upward; then stray bits of paper and leaves are picked up, and further on small sticks and tufts of grass are added. In the Western states the same kind of whirlwinds grow to such size that through the thickest woods great tracks are mown as if cut with a giant scythe. These big storms receive the name of tornadoes. On the ocean these

whirlwinds or tornadoes have, of course, no dust or trees to toss about in their giant hands, so they seize upon and suck up the water, and, twisting it into a long glittering rope of trembling liquid, lift it up to the clouds, whence it is soon dispersed again in the form of rain. Such a whirlwind or tornado is known as a waterspout. They are frequently met with in tropical countries, especially in the straits of Malacca, the China sea, and the waters of the West Indies. One vessel collided with a waterspout near the Bermudas and tons of water came pouring down on the deck, smashing the pilot-house, tearing away ventilators, and injuring seamen. At that time numerous spouts were dancing about the ocean all around the vessel.

Deep Sea Life.—The work carried on by the United States fish commission vessel, the *Albatross*, has established the fact that forms of sea life inhabiting the upper waters may descend to about 1,200 feet from the surface, but below this to a depth of 300 or 360 fathoms is a barren zone where marine life seems absent. But still deeper, strange to say, has been found an abundant and varied fauna, new to science, living under conditions of great pressure and very little of the life-sustaining element of oxygen.

Consumption

may be averted, and now is a good time to begin the work of averting it. If your lungs are weak and your tendency is toward consumption you should think now about preparing yourself for Winter's strain. *Don't wait* until cold weather sets in, but begin at once with

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New Books.

In preparing a book on geometry the author has small chance for anything new because the problems are as old as Euclid. The author's efforts must be mainly confined to selection, arrangement, and mode of presentation. Prof. Arthur Latham Baker's *Elements of Solid Geometry* presents some features to which we wish to call attention. One of these is the improved notation. This is as brief as possible, lines, planes, and angles being represented by single letters where possible, and planes and angles by two letters where one is objectionable.

In problems and construction diagrams, the known parts are generally indicated by the middle letters of the alphabet, and the construction points, etc., by the first letters of the alphabet, in the order in which they are found, so that a glance shows the given, required, and intermediate parts. When possible, suggestive letters are used, as *t* for trace of one plane upon another, *A* for height or altitude, etc. Corresponding lines in different figures are indicated by corresponding Greek and English letters. The briefer notation results in increased clearness in both diagrams and text. The demonstrations are made clearer by presenting their constituent parts under separate heads as: Notation to Prove, Construction, Analysis, Proof. In the chapter on cones, Polyhedrons, etc., the frustum of a pyramid is considered as the primary solid, and the pyramid, prism, cone, and cylinder are considered as special cases of the frustum. By these means greater condensation is secured and the student gets a clearer grasp of the subject. (Ginn & Co., Boston. 90 cents.)

The most important pedagogical book that has lately appeared is *Apperception: A Monograph on Psychology and Pedagogy*, by Dr. Karl Lange, translated by the following members of the Herbartian club: Elmer E. Brown, Charles De Garmo, Mrs. Eudora Hailmann, Florence Hall, George F. James, L. R. Klemm, Ossian H. Lang, Herman T. Lukens, Charles P. McMurry, Frank McMurry, Theo. B. Noss, Levi L. Seeley, Margaret K. Smith. The work consists of three parts. Part I. explains the meaning of apperception, discussing its nature and kinds, its conditions, and its significance in the spiritual development of man. The definition of apperception is given as follows: "Apperception is therefore that psychical activity by which individual perceptions, ideas, or idea-complexes are brought into relation to our previous intellectual and emotional life, assimilated with it, and thus raised to greater clearness, activity, and significance." Part II., entitled "The Theory of Apperception in its Application to Pedagogy," discusses choice and arrangement of the subject matter of education; investigation, extension, and utilization of the child's experience; and methods of instruction. Part III., treating of the "History of the Term Apperception," explains in as short space as possible the theories of apperception held by Leibnitz, Kant, Herbart, Lazarus, Steinthal, Non-Herbartian Psychologists, and Wundt. Nearly every German philosopher of note for the last few centuries has used this term and each, too,

in a different sense. There is much in the book that could have no application to any but German schools. Nevertheless it will prove an exceedingly helpful book to the American teacher. It clearly shows how the mind grows into the ability to think, and the need of the teacher to lead the child to acquire this ability. This is sufficient to recommend it to the thousands of teachers who wish to base their practice upon sound philosophical principles. (D. C. Heath & Co., Boston. \$1.00.)

Pres. G. Stanley Hall, of Clark university, declared many years ago that much attention should be given to considering what the child already had in his mind when he entered school. His treatise has been republished in a pamphlet of fifty-six pages, and forms a work that every primary teacher should possess. The case is as though a new hand should sit down at a loom to complete a work that had already been begun. The question should be, What is the design of the previous workman? How far has it been carried on? How shall I join my work properly to his? In the ordinary primary work the teachers ask none of these questions. She proposes to leave what has been done alone and put in an entirely new lot of materials; whether they will connect or do connect with the materials already is not asked. The maxim is, "Learn these new things."

Now it must be apparent that it is of the utmost importance to know what the child already knows, and then to weave the new knowledge into this already obtained and make a unity of it. Hence the value of this volume. (E. L. Kellogg & Co. Limp cloth, 25 cents.)

Under the title of *The New Redemption*, Rev. Geo. D. Heron, D. D., in a series of six discourses portrays with impassioned and yet temperate eloquence the duties of the church in these new and trying times. It is a powerful arraignment, a trumpet-call, a stirring argument, and ought to appeal to every one who has in view the good of his fellowmen. Professor Herron has already won a wide reputation in the country as a forcible and brilliant writer: the present volume will add greatly to his reputation and influence. (T. Y. Crowell & Co., New York and Boston. 176 pp. 75 cents.)

A Mere Cypher, by Mary Angela Dickens, is an interesting story of English country life. The hero is well depicted and the other characters are natural and life-like. The story was formerly published in serial form under the title of "A Modern Judith." The title here given is the one originally intended by the author. (Macmillan & Co., New York and London. \$1.00.)

Much of the philosophy of the book entitled *The Philosophy of Singing*, by Clara Kathleen Rogers, applies to life as well as singing. It is written from a high point of view, and carries forcefully to the reader the inspiration in which it was conceived. The sentiments expressed and the teaching offered are distinctively unique and helpful. The chapter on "stage-fright" and its cure marks the book as of value to every singer; to also do the chapters

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Principal Richard H. Mooney, of the Quinsigamond grammar school, Worcester, Mass., has prepared *One Thousand Questions and Answers on U. S. History, Civil Government, Literature, and Finance*. It is a very convenient book for teachers to have. (Press of Oliver B. Wood, Worcester.)

A paper-covered octavo volume of about 125 pages contains three lectures by the world-renowned philologist F. Max Müller. They are on the *Science of Thought*, and were delivered at the Royal Institution in London in March, 1887, and afterwards published in the *Open Court*. The subjects are "The Simplicity of Language," "Identity of Language and Thought," and "The Simplicity of Thought." The volume is No. 2, of Vol. I. of the Religion of Science library. (The Open Court Publishing Co., Chicago.)

Nos. 121-122 of Maynard's English Classic series is an essay on *Peter the Great*, by John Lothrop Motley. It originally appeared in the *North American Review* for October, 1845. It gives an excellent idea of the character of the greatest of Russian

rulers; besides it is a good example of the brilliant, fascinating style of one of the greatest of American historians. (Maynard, Merrill & Co., New York.)

Flora J. Cooke, of the Cook County normal school, has prepared for supplementary reading a 92-page book entitled *Nature, Myths, and Stories for Children*. In the selection and wording of these the author has had constantly in view the requirements of little children. The type is large and clear. (A. Flanagan, Chicago. 15 cents.)

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Magazines.

—The *Fanny* for November enters upon a new year, and announces in that number many new and important features. Instead of the weekly parts forming a monthly whole, we have the approved magazine form, lacking none of the bright, wholesome, and charming elements that characterize this young folks' magazine as the household standard. There will be each month, a special department devoted to the work of the Christian Endeavor Society: "Our Christian Endeavor Bulletin" Mrs. G. R. Alden (Pansy) who has given so much of her best thought and endeavor to the editing of this magazine, has long been one of the prime movers in Christian Endeavor work. She will have as contributors to this new department the best talent to be secured among the prominent workers in the Christian Endeavor field.

—Rarely, if ever, has *The Living Age* contained richer material, been more filled with thought engendering matter, than in its recent issues. Among the most striking of recent articles are: "A Visit to Prince Bismarck," by George W. Smalley; "Ethics and the Struggle for Existence," by Leslie Stephen; "Some Ruskin Letters," by George Stronach; "La Fontaine," by J. C. Bailey; "The Tuscan Nationality," by Grant Allen; "American Life through English Spectacles," by A. S. Northcote; "Under British Protection," by J. Theodore Bent; etc., etc.

Thirty-three hundred twelve positions filled is the proud record of which the Union School Bureau, Kerr & Huyssoon, managers, 2 West 14th street, N. Y., can boast. They charge no advanced registration fee; payment depends on actual results. They always have many vacancies to fill. Send stamp for blanks.

During the recent campaign there were many men who showed that they did not know the duties of American citizenship, or, if they did, did not have sufficient moral sense to guide them aright. We want to increase the number of enlightened and conscientious citizens who will pursue the course in politics that seems to them right. To help the American child become such a citizen, let the teacher study *The Patriotic Primer for the Little Citizen*, *The Manual of the Patriotic Salute*, *The Salutation of the Flag and the Use of the Ballot*, *The Declaration of Independence*, fac-simile, 44 x 28 in., and *Teaching Patriotism in the Public Schools*. Send for descriptive circulars of these works to Col. Geo. T. Balch, 33 E. 22d street, N. Y.

Walter Baker & Co., Dorchester, Mass., have received from the judges of the World's Columbian exposition one of the highest awards on each of the following-named articles contained in their exhibit: Breakfast Cocoa, No. 1 Chocolate, German Sweet Chocolate, Vanilla Chocolate, Cocoa Butter.

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Magazines.

—The November number of *Current Literature* gives in its 160 pages a remarkably full and complete reflection of the progress of the world. The new departments, "Sport, Recreation, and Adventure," "The New Education," and "Medical Surgical and Sanitary," show a strong grasp of the best vital thought of the time in these lines and will do much to increase the interest and entertainment already given by the magazine.

—Two articles in the November number of the *Atlantic Monthly* will be of particular interest to teachers. These are Horace E. Scudder's "School Libraries," and Ernest Hart's "Spectacled School-boys." Mr. Scudder sketches the growth of the movement resulting in the establishment of such libraries all over the country, relating in particular the very successful system which obtains in Wisconsin. The paper contains many valuable hints for the future success of this great movement, and shows what great benefits to the country will result from it.

—Frank R. Stockton has written the history of "How I Wrote 'The Lady or the Tiger?'" for the *Ladies Home Journal*. He tells what came of the writing of the famous story and the condition of his own mind, at the present time, of the correct solution of the problem whether the lady or the tiger came out of the opened door. Mr. Stockton is to give us his delightfully interesting "Pomona," the heroine of "Rudder Grange," in a series of twenty letters in this magazine. These letters really constitute a serial story and will run through the entire year of 1894 in the *Journal*.

—Prof. Felix Adler defines in the November *Forum* the gospel of the Ethical Societies which he founded. What they preach, he says, is essentially this: "That good life is possible to all without the previous acceptance of any creed, irrespective of religious opinion, or philosophic theory; and that the way of righteousness is open and can be entered directly without a previous detour through the land of faith or philosophy." This, he says, does not imply that belief in God or in Christ is denied. Dr. Chas. A. Briggs, in a temperate article on "The Alienation of Church and People," enlarges on the unchristian-like conduct of the churches, and points out a remarkable series of Christian enterprises undertaken in the face of ministerial opposition. Faith Cure and Christian Science, he thinks, have really grasped important principles, and he has a good word for the Salvation Army. Louis Frechet, the Canadian poet-laureate, has an article advocating annexation for French Canadians. Every French Canadian, he declares, at heart desires it, while British misrule and British oppression destroy all prospect of a possible reconciliation between the two races in Canada.

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Literary Notes.

—The Scribners will issue the writings of George W. Cable in a new edition of five volumes and the writings of Thomas Nelson Page in one of four. To their Cameo Series they will add Stevenson's *Virginibus Puerisque* and Lang's *Letters to Dead Authors*.

—The Harpers have ready two new volumes in the Duffell Series, *The Kindergarten*, edited by Kate Douglas Wiggin, and *Household Art*, edited by Chandace Wheeler, and the books of stories; *The Cliff Dwellers*, by Henry B. Fuller, and *Nowadays*, by George A. Hibbard.

—Paul Du Chaillu's book, *Four the Viking*, has just been issued by the Scribners. It records the life of Ivar from his birth, giving incidents in the every-day life of the Norseman, including games, worship, social customs, etc.

—Houghton, Mifflin & Co. expect to bring out at once the Salem edition of Hawthorne's *Wonder Book for Girls and Boys*, and *Snow Image*, and *Other Twice-Told Tales*; also the Portland edition of Longfellow's *Kavanagh*.

—Goldwin Smith's book on this country will have the title *The United States: An Outline of Political History—1492-1871*. It will be ready at Macmillan & Co., will be two new volumes in the American Men of Letters Series—James Russell Lowell, by George E. Woodbury, and George William Curtis, by Edward Cary.

—A new volume by Thomas Bailey Aldrich, entitled *An Old Town by the Sea*, which will appear this Autumn, relates to Portsmouth, a town of which he has often written in his stories.

—Macmillan & Co., have engaged to publish a work on France by J. E. C. Bodley, the scope of which will be similar to that of Bryce's *American Commonwealth*.

—A new edition, in four volumes, of Samuel R. Gardner's history of the English civil war is just ready at Longmans, Green & Co.'s.

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